

**LONGMAN**  
**PRONUNCIATION**  
**DICTIONARY**  
**STUDY GUIDE**  
Clare Fletcher

Longman 

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## CONTENTS

### Introduction

#### Part A: Pronunciations and variants

1. Characters used in phonemic transcription	ex.1-8
2. What pronunciations are given: the layout of entries	ex.9-11
3. Alternative pronunciations	
DIAGNOSTIC EXERCISE	ex.12
ALTERNATIVES AT THE BEGINNING OF A WORD	ex.13
ALTERNATIVES AT THE END OF A WORD	ex.14
ALTERNATIVES IN THE MIDDLE OF A WORD	ex.15
COMBINATIONS OF ALTERNATIVES	ex.16
ALTERNATIVE PRONUNCIATIONS INVOLVING THE SYMBOL ■	ex.17
QUIZ ON ALTERNATIVE PRONUNCIATIONS	ex.18
4. Inflected and derived words	ex.19-20
APPLICATION EXERCISES ON LAYOUT OF ENTRIES.	
ALTERNATIVE PRONUNCIATIONS. INFLECTIONS AND DERIVED FORMS	ex.21-22
5. Optional sounds	
SOUNDS SHOWN IN ITALICS: ELISION	ex.23-26
SOUNDS SHOWN BY RAISED LETTERS: INSERTION	ex.27
CONVERSATION FOR STUDY: OPTIONAL SOUNDS	ex.28
6. Syllabic consonants	ex.29-31
7. Compression	
COMPRESSION INVOLVING A CONSONANT	ex.32-35
COMPRESSION INVOLVING A VOWEL	ex.36-37
CONVERSATION FOR STUDY: SYLLABIC CONSONANTS AND COMPRESSION	ex.38

#### Part B: Stress in words and phrases

8. Pairs of words with different stress	ex.39-43
9. Stress marking	
PRIMARY STRESS	ex.44-45
SECONDARY AND PRIMARY STRESS	ex.46-47
TERTIARY STRESS	ex.48-50
MIXED PATTERNS	ex.51-53
10. Stress shift	ex.54-58
11. Compounds and phrases	ex.59-63
12. Alternative pronunciations with different stress	ex.64-66
13. Suffixes	ex.67-69

#### Part C: Aspects of pronunciation in the dictionary

14. American pronunciation	
SIX DIFFERENCES BETWEEN BRITISH AND AMERICAN ENGLISH	ex.70-75
QUIZZES ON AMERICAN PRONUNCIATION	ex.76-77
TEXT FOR STUDY: AMERICAN PRONUNCIATION	ex.78
15. Homophones	ex.79
16. Abbreviations	ex.80
17. Names of people and places	ex.81
18. Assimilation	ex.82-83
TEXT FOR STUDY: ASSIMILATION	ex.84
19. Pronunciations derived by rule	ex.85
20. Incorrect pronunciations	ex.86
21. Combining forms	ex.87-88

#### Key to Exercises

## INTRODUCTION

This study guide enables readers to make the best use of the Longman Pronunciation Dictionary. The dictionary and study guide together are a powerful aid to the study of English pronunciation.

### WHAT THE STUDY GUIDE CONTAINS

- Discussion of features of English pronunciation shown in the dictionary and explanation of the conventions used to show them.
- Exercises to develop effective use of the dictionary.
- Cross-references to relevant material in the dictionary's introduction and notes.
- Diagnostic exercises in the early sections to enable you to assess your proficiency and select appropriate material.
- Explicit statements of aims to show the purpose of each exercise.
- A key at the back of the book for checking the answers to exercises, where these are not immediately obvious from the dictionary.

The cassette provides three types of material:

- Illustration of pronunciations you see in the book and dictionary.
- Exercises.
- A means of checking your answers to certain exercises.

### HOW TO USE THE STUDY GUIDE

You can work through the guide from beginning to end, or you can plan your own programme to meet your needs.

#### Planning a programme

- Look at the Contents List.
- Use the diagnostic exercises in the early sections.
- Look at the aims of sections and of specific exercises.
- Select the sections and exercises which are useful for you.

#### Using the commentary and exercises

- It is always helpful to say the pronunciations you are reading, to make them clear and to fix them in your memory. This may not be possible, for example if you are working in a library. But if you are working by yourself, or with others also using the study guide, make a habit of saying the pronunciations.
- Always look up pronunciations in the dictionary when you are told to do so. In some exercises, the words to look up begin with the same letter, to speed up the search.
- Some exercises involve transcription; you can get further practice by transcribing any of the dialogues and texts in the book and cassette, and these are transcribed in the key at the back of the book.
- Look up cross-references to the introduction or notes in the dictionary, if you want to take a point further.

RP	Gen Am	Consonants	RP	Gen Am	Vowels
•	•	p <u>p</u> en, co <u>p</u> y, ha <u>pp</u> en	•	•	ɪ      k <u>i</u> t, b <u>i</u> d, h <u>y</u> mn
•	•	b <u>b</u> ack, <u>b</u> ubble, jo <u>b</u>	•	•	e      d <u>r</u> ess, b <u>e</u> d
•	•	t <u>t</u> ea, <u>t</u> ight, bu <u>tt</u> on	•	•	æ      t <u>r</u> ap, b <u>a</u> d
•	•	ʔ      ci <u>t</u> y, be <u>tt</u> er	•	•	ɒ      l <u>o</u> t, <u>o</u> dd, w <u>a</u> sh
•	•	d      d <u>a</u> y, l <u>a</u> dder, <u>o</u> dd	•	•	ʌ      str <u>u</u> t, b <u>u</u> d, l <u>o</u> ve
•	•	k <u>k</u> ey, c <u>o</u> ck, sch <u>o</u> ol	•	•	ʊ      f <u>oo</u> t, g <u>oo</u> d, p <u>u</u> t
•	•	g      g <u>e</u> t, g <u>i</u> ggle, g <u>h</u> ost	•	•	iː      fl <u>ee</u> ce, s <u>ea</u> , mach <u>i</u> ne
•	•	tʃ <u>ch</u> urch, mat <u>ch</u> , nat <u>u</u> re	•	•	eɪ      f <u>a</u> ce, d <u>a</u> y, st <u>ea</u> k
•	•	dʒ      j <u>u</u> dge, ag <u>e</u> , sol <u>d</u> ier	•	•	aɪ      pr <u>i</u> ce, h <u>i</u> gh, tr <u>y</u>
•	•	f      f <u>a</u> t, coff <u>e</u> ee, rou <u>gh</u> , <u>ph</u> ysics	•	•	ɔɪ      cho <u>i</u> ce, b <u>oy</u>
•	•	v      v <u>ie</u> w, heav <u>y</u> , mov <u>e</u>	•	•	uː      g <u>oo</u> se, tw <u>o</u> , bl <u>ue</u>
•	•	θ <u>th</u> ing, aut <u>h</u> or, pat <u>h</u>	•	•	əʊ      g <u>oa</u> t, sh <u>ow</u> , n <u>o</u>
•	•	ð <u>this</u> , <u>oth</u> er, smoo <u>th</u>	•	•	oʊ      g <u>oa</u> t, sh <u>ow</u> , n <u>o</u>
•	•	s      s <u>oo</u> n, c <u>ea</u> se, s <u>i</u> ster	•	•	ɒʊ      v <u>ari</u> ant in c <u>o</u> ld
•	•	z      z <u>e</u> ro, z <u>o</u> ne, ros <u>e</u> s, buzz	•	•	aʊ      m <u>ou</u> th, n <u>ow</u>
•	•	ʃ <u>sh</u> ip, s <u>u</u> re, stat <u>i</u> on	•	•	ɪə      n <u>ear</u> , h <u>ere</u> , s <u>er</u> ious
•	•	ʒ      ple <u>a</u> s <u>u</u> re, vis <u>i</u> on	•	•	eə      squ <u>a</u> re, f <u>air</u> , v <u>ari</u> ous
•	•	h      h <u>o</u> t, w <u>ho</u> le, b <u>eh</u> ind	•	•	ɑː      st <u>ar</u> t, f <u>a</u> ther
•	•	m      m <u>o</u> re, h <u>a</u> mm <u>e</u> r, s <u>u</u> m	•	•	ɑː      l <u>o</u> t, <u>o</u> dd
•	•	n      n <u>i</u> ce, k <u>n</u> ow, funn <u>y</u> , s <u>u</u> n	•	•	ɒː      th <u>ou</u> ght, l <u>a</u> w
•	•	ŋ      r <u>i</u> ng, l <u>o</u> ng, th <u>a</u> nks, s <u>u</u> ng	•	•	ɔː      th <u>ou</u> ght, l <u>a</u> w
•	•	l      l <u>i</u> ght, v <u>a</u> ll <u>e</u> y, f <u>ee</u> l	•	•	ɔː      n <u>or</u> th, w <u>a</u> r
•	•	r      r <u>i</u> ght, s <u>or</u> ry, arr <u>a</u> ng <u>e</u>	•	•	oː      v <u>ari</u> ant in f <u>or</u> ce, f <u>o</u> ur
•	•	j      y <u>e</u> t, <u>u</u> se, b <u>ea</u> uty	•	•	ʊə      c <u>u</u> re, p <u>oo</u> r, j <u>ur</u> y
•	•	w      w <u>e</u> t, <u>o</u> ne, w <u>h</u> en, q <u>ue</u> en	•	•	ɜː      n <u>ur</u> se, st <u>i</u> r
In foreign words only:			•	•	ɜː      n <u>ur</u> se, st <u>i</u> r, c <u>ou</u> rage
•	•	x      lo <u>ch</u> , <u>ch</u> utzp <u>a</u> h	•	•	i      happ <u>y</u> , radi <u>a</u> tion, glor <u>i</u> ous
•	•	ʈ      L <u>lan</u> elli, H <u>lu</u> h <u>lu</u> we	•	•	ə <u>a</u> bout, comm <u>a</u> , comm <u>o</u> n
			•	•	u      influ <u>e</u> nce, situ <u>a</u> tion,
			•	•	annual
			•	•	ɪnt <u>e</u> nd, bas <u>i</u> c
			•	•	ʊ      stim <u>u</u> lus, educ <u>a</u> te
			In foreign words only:		
			•	•	ɔ̃      gr <u>a</u> nd p <u>r</u> ix, ch <u>a</u> nson
			•	•	ɑː      gr <u>a</u> nd p <u>r</u> ix, ch <u>a</u> nson
			•	•	ɔ̃ː      ch <u>a</u> nson
			•	•	æ̃      v <u>i</u> ngt-et-un
			•	•	ɜː      v <u>i</u> ngt-et- <u>u</u> n

## Part A: pronunciation and variants

### 1 Characters used in phonemic transcription



The chart on the previous page shows the characters which are used to transcribe pronunciations in the dictionary. The sounds and key words are recorded on the cassette, followed by the vowel sounds in sequence.

Within words, syllable boundaries are shown by spaces

e.g. ,ɪn dɪ 'pend ənt

#### EXERCISE 1

**Diagnostic exercise in reading straightforward phonemic transcriptions quickly and accurately.**

**Time yourself as you do this exercise.**

For each of the words a-j below, find the correct phonemic transcription in the list on the right. Write its number next to the word. The first one is done for you.

- |                  |                 |
|------------------|-----------------|
| a. await .5.     | 1. kɪ 'eɪt ɔ    |
| b. billow ....   | 2. jet          |
| c. chose ....    | 3. 'b rɪndʒ     |
| d. creature .... | 4. tʃəʊz        |
| e. drudge ....   | 5. ə 'weɪt      |
| f. hurt ....     | 6. dʒet         |
| g. jet ....      | 7. bɪ 'ləʊ      |
| h. orange ....   | 8. 'sɜ:ɪdʒ ən   |
| i. sergeant .... | 9. ə 'reɪndʒ    |
| j. wrecked ....  | 10. hɑ:t        |
|                  | 11. drʌg        |
|                  | 12. 'bɪl əʊ     |
|                  | 13. rekt        |
|                  | 14. 'æv ɪd      |
|                  | 15. tʃɔɪz       |
|                  | 16. 'sɑ:ɪdʒ ənt |
|                  | 17. 'kri:tʃ ə   |
|                  | 18. drʌdʒ       |
|                  | 19. 'retʃ ɪd    |
|                  | 20. hɜ:t        |

starting time:

.....

finishing time:

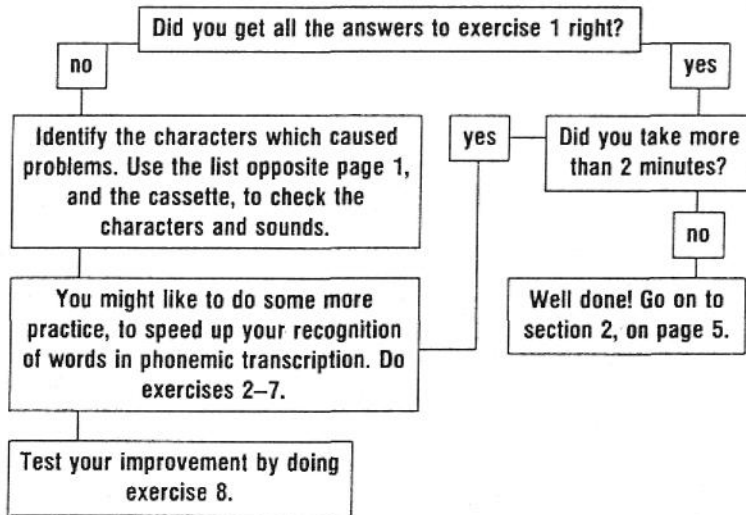
.....

time taken:

.....



Check your answers to exercise 1 with the key at the back of the book.



## EXERCISES 2-8

**AIM: To practise recognising and producing straightforward phonemic transcriptions.**

### EXERCISE 2

**KEY** Look back at the transcriptions in exercise 1. Write the words represented by the ten transcriptions which did not match a-j.

### EXERCISE 3

Which word does each of the transcriptions below represent? Circle the correct word. Work as quickly as you can. The first one is done for you.

1. aɪs	A eyes	B <u>ice</u>
2. 'æŋkəl	ankle	uncle
3. səʊl	soil	soul
4. brɪzð	breathe	breath
5. ə'vɔɪd	avoid	evade
6. θɪŋ	thin	thing
7. 'pəʊz ɪz	possess	poses
8. vaɪn	vein	vine
9. 'lu:v ə	louvre	lover
10. 'fi:l ɪŋz	fillings	feelings

**KEY** You can check your answers in the key and on the cassette.

### EXERCISE 4

**KEY** Look back at the pairs of words given in exercise 3. For each pair, transcribe the one not transcribed on the left.


### EXERCISE 5

**KEY** Read the transcriptions below, and then listen to the eight words on the cassette. For each word, write the letter of the correct transcription beside the corresponding number. The first one is done for you.

a. 'leð ə	e. 'kætf ə	i. li:d ə	m. 'kɒŋ kɔɪd
b. 'wɒf ɪŋ	f. lu:z	j. eɪdʒ	n. ə'laɪv
c. kæ 'ʃɪə	g. 'wɒtf ɪŋ	k. 'ɒl ɪv	o. lu:z
d. 'leʒ ə	h. edʒ	l. 'kɒŋ kəd	p. 'ledʒ ə

1. i. 2. .... 3. .... 4. .... 5. .... 6. .... 7. .... 8. ....

### EXERCISE 6

**KEY**  Look back at transcriptions a-p in exercise 5. Write the eight words shown which were not given on the cassette.  
You can check your answers in the key and on the cassette.

### EXERCISE 7

**KEY** In the following pairs of words, is the first syllable the same (S) or different (D)? Use the dictionary to check. The first two are done for you.

1. worthy	worried	<b>.D.</b>	7. majestic	magician	....
2. feral	ferrous	<b>.S.</b>	8. patient	patio	....
3. dynasty	dynamite	....	9. southeast	southern	....
4. variegated	various	....	10. period	pierrot	....
5. vagary	vagabond	....	11. nutrient	nutmeg	....
6. vicissitude	vicar	....	12. foreign	forecast	....

### EXERCISE 8

**Time yourself as you do this exercise.**

For each of the words a-j below, find the correct phonemic transcription in the list on the right. Write its letter next to the word. The first one is done for you.

a. season <b>.19.</b>	1. 'sɪŋ ə
b. wordy ....	2. fɔ 'net ɪk
c. foreman ....	3. ə 'gen
d. neuter ....	4. 'fɔɪ mən
e. phonetic ....	5. 'nʌt ə
f. sinner ....	6. ʃɪld
g. shield ....	7. jɪə
h. organ ....	8. fɔ 'næt ɪk
i. please ....	9. 'sɪn ə
j. jeer ....	10. 'pleɪ ə
	11. 'nju:t ə
	12. 'wɜ:d i
	13. 'sɪ:z ɪŋ
	14. dʒɪə
	15. plɪ:z
	16. sɪ:ld
	17. 'ɔ:g ən
	18. 'fɔɪ neɪm
	19. 'sɪ:z ən
	20. 'wɜ:ð i

starting time:

.....

finishing time:

.....

time taken:

.....

**KEY** Check your answers with the key. Did you do better than in exercise 1? Were you more accurate and/or quicker?

## 2 What pronunciations are given: the layout of entries

For every word the dictionary gives a main pronunciation. This is highlighted in blue. If the American pronunciation is different, it is given, following the symbol ||, and also highlighted in blue. If no separate American pronunciation is given, this means that the word has the same pronunciation in British and American English.

**match** mætʃ

**dot, Dot** dɒt || dɑ:t

If there are widely used alternatives, either in British or American English, these are given. Some alternatives are characteristic of British regional accents, and are marked †.



**data** 'deɪt ə 'daɪt ə, †'dæt ə || 'deɪt ə 'dæɪt ə, 'daɪt ə

**bath** v ba:θ †bæθ

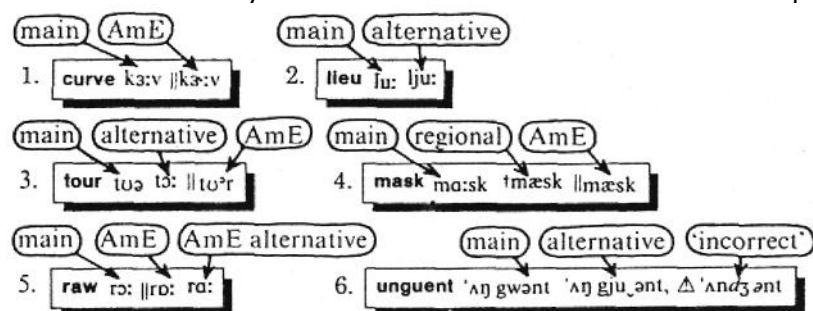
Occasionally, pronunciations are shown which many English speakers use, but which many other English speakers consider incorrect. These are marked Δ.

**ate** *past of eat* et eɪt || eɪt Δet

(In American English et is considered incorrect.)



The dictionary entries below are labelled to show the pronunciations given.

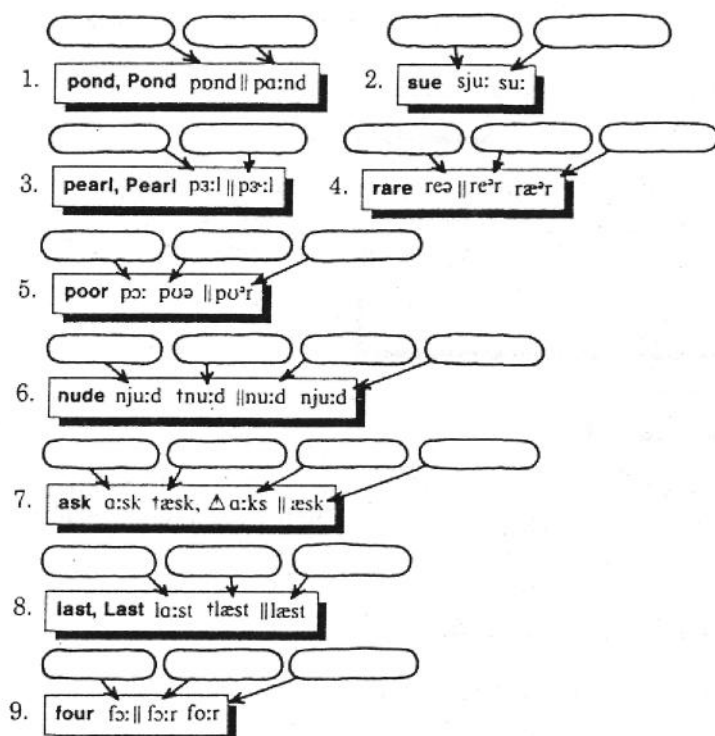


## EXERCISE 9

**AIM:** To become familiar with the layout of entries, and recognise the types of pronunciation shown.



Label the dictionary entries below, like those on page 5.



## EXERCISE 10

**AIM:** To recognise the types of pronunciation given, and practise transcribing them.



Study the dictionary entries printed below.

Then use the information to complete the boxes on the following page.

**match** mætʃ

**ballad** 'bæləd

**mead** mi:d

**lewd** lu:d lju:d

**suit** su:t sju:t

**mark, Mark** mɑ:k ||mɑ:rk

**dot, Dot** dɒt ||dɑ:t

**herb** hɜ:b ||ɜ:b

**part** pɑ:t ||pɑ:rt

**bath** v bɑ:θ tɒθ

**past** pɑ:st tpeɪst ||pæst

**mayor, Mayor** meə ||'meɪ\_ər meər

**broad, Broad** brɔ:d ||brɒ:d brɔ:d

**ballet** 'bæl eɪ || bæ'leɪ 'bæl eɪ

**bare** beə || beər bæər

**new**nju: tnu: ||nu: nju:

**tube** tju:b →tɪʃu:b ||tu:b tju:b

# KEY

	Main pron
1.match 2.ballad 3.mead	mætʃ

	Main pron	Alternative pron
4.lewd 5.suit	lu:d	lju:d

	Main pron	AmE pron
6.mark 7.dot 8.herb 9.part	mɑ:k	mɑ:rk

	Main pron	Regional pron	AmE pron
10.bath 11.past	bɑ:θ	bæθ	bæθ

	Main pron	AmE pron	Alternative AmE pron
12.mayor 13.broad 14.ballet 15.bare	meə	meɪər	meər

	Main pron	Regional pron	AmE pron	Alternative AmE pron
16.new 17.tube	nju:	nu:	nu:	nju:

## EXERCISE 11

**AIM: To identify which pronunciation of a word is used, when you hear it.**



Listen to the speakers on the cassette. Notice their pronunciation of the words studied on pages 7-8. Transcribe the words as they pronounce them, and identify which of the variant pronunciations they use. You might like to say whether you think each speaker is English or American. The first one is done for you.



	Transcription	Which pron?	English or American?
Speaker 1: mark past mayor Speaker 2: tour part poor Speaker 3: rare new suit ballet Speaker 4: Tube last four	ma:k pæst	main regional (or AmE)	English with regional accent

For those interested in studying some of the differences between American and British English pronunciation, there is a section on American pronunciation on pages 65-70. Regional pronunciations are discussed in LPD Introduction 2.2.

## 3 Alternative pronunciations

In order to present information concisely, alternative pronunciations are often abbreviated. To get the most out of the dictionary, it is important to be able to interpret the conventions which are used.

## EXERCISE 12

**Diagnostic exercise in interpreting information about alternative pronunciations.**

How many pronunciations are represented in this entry from the dictionary?

**beautiful** 'bju:t əf əl -ɪf-; -ɪ fʊl, -ə- || 'bju:t-



When you have worked out what you think, check your answer in the key.

If you got the right answer, you made good use of the conventions which enable the dictionary to present so much information in such a small space. You do not need to work through exercises 13-16. Go straight on to exercise 17.

If you didn't spot all the pronunciations of beautiful, you might like to go back now and try to work them out for yourself before you look at the details below and listen to the pronunciations on the cassette.



'bju:t	əf əl	-ɪf-;	-ɪ fʊl, -ə-	'bju:t-
1 2		3 4	5 6	7 - 12

1. The main pronunciation, the one recommended to foreign learners, is 'bju:t əf l

2. Alternative pronunciation: 'bju:t əf əl

The other alternatives all have the same first syllable as the main pronunciation, so this syllable is

not repeated; it is replaced by a hyphen (-).

3. & 4. An alternative pronunciation of the middle syllable: 'bju:t ɪf l 'bju:t əf əl

5. An alternative pronunciation - a different pronunciation of the final syllable: 'bju:t ɪf ʊl

6. The same first and last syllable as 5 with a different middle syllable: 'bju:t ə fʊl

The American pronunciation has a different allophone of t in the first syllable. The main American pronunciation is therefore:

7. 'bju:t̚ əf l

The alternative pronunciations of the middle and last syllables shown in 2-6 also occur in American pronunciations, so alternatives exist:

8. 'bju:t̚ əf əl

9. 'bju:t̚ ɪf l

10. 'bju:t̚ ɪf əl

11. 'bju:t̚ ɪ fʊl

12. 'bju:t̚ ə fʊl

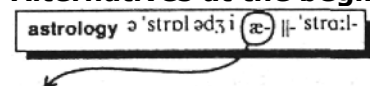
The example above shows how much information a brief entry can contain. The conventions for showing alternative pronunciations are studied systematically in the rest of this section.

### EXERCISES 13-17

**AIM: To understand the conventions used to abbreviate alternative pronunciations following the main pronunciation.**

When alternative pronunciations differ only in one syllable, the dictionary shows the part of the word which is different, and the rest of the word is 'cut back'.

#### Alternatives at the beginning of a word



This means that there is an alternative pronunciation, æ'strɒl ədʒi. Only the first syllable, is different. This is given in the dictionary, and the rest of the pronunciation is represented by a hyphen (-).

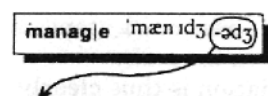
### EXERCISE 13

The following words all have one or more alternative pronunciations of the first syllable. (The number in brackets shows the number of alternatives.)

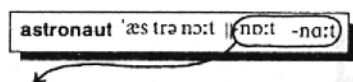
- Can you think what the alternatives are? Write what you think.
- Look the words up in the dictionary, and note the alternatives shown. Correct what you wrote, if necessary.

- accept** æk'sept (2) .....
- behave** bi'heɪv (2) .....
- desolation** ,des ə'leɪʃn (1) .....
- economic** ,i:k ə'nɒmɪk (1) .....
- exult** ɪg'zʌlt (5) .....

#### Alternatives at the end of a word



This means that there is an alternative pronunciation. The first syllable, which is the same, is not



This means that Americans pronounce the final syllable with a different vowel; the final syllable is given (with an alternative), and the first two syllables, which are the same as the main English pronunciation, are replaced by a hyphen.

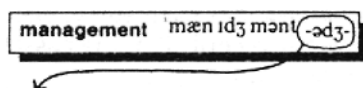
#### EXERCISE 14

The following words all have one or more alternative pronunciations of the last syllable. (The number in brackets shows the number of alternatives.)

- Can you think what the alternatives are? Write what you think.
- Look the words up in the dictionary, and note the alternatives shown. Correct what you wrote, if necessary.

- garage** 'gær ɑ:ʒ (2) .....
- kindred** 'kɪndr əd (1) .....
- hopeful** 'həʊp fəl (1) .....
- mistress** 'mɪs trəs (1) .....
- opiate** 'əʊp i-ət (2) .....

#### Alternatives in the middle of a word



This means that there is an alternative pronunciation. The first and last syllables are the same as the main pronunciation, so they are each replaced by a hyphen.

#### EXERCISE 15

The following words all have an alternative pronunciation of the middle syllable.

- Can you think what the alternative is? Write what you think.
- Look the words up in the dictionary, and note the alternative shown. Correct what you wrote, if necessary.

- secretive** 'sɪk rət ɪv .....
- incisive** ɪn 'saɪs ɪv .....
- inherent** ɪn'hɪər ənt .....
- manager** 'mæn ɪdʒ ə .....
- make-believe** 'meɪk bɪ-lɪ:v .....

#### Combinations of alternatives



In some words, more than one syllable has an alternative pronunciation, and these are independent of one another. The alternative syllables marked in the dictionary therefore represent several combinations.

**abseil** 'æb seɪəl 'æp-, -saɪəl

There are two possible first syllables, and two possible second syllables. These can combine to make four pronunciations.



'æb seɪəl 'æb seɪəl  
                   'æp seɪəl  
 'æp saɪəl 'æb saɪəl  
                   'æp saɪəl

## EXERCISE 16

  Below are a number of dictionary entries. For each entry, one of the alternative pronunciations shown is recorded on the cassette. For each one:


- Transcribe the pronunciation you hear.
- Circle the parts of the dictionary entry which show that pronunciation.

The first one is done for you.

- decision** dɪ'sɪʒn  dɪ-, ˈdɪz-, ˈzɪʃ-,  ...də'zɪʒn.....
- opposite** ˈɒp əz ɪt -əs-, ˈ-ət||ɑ:p- .....
- substantial** səb'stænʃəl ˈsʌb-, ˈstɑ:nʃ- .....
- transistor** træn 'zɪst ə træn-, ˈtræn-, ˈsɪst .....
- decisive** dɪ'saɪs ɪv də-, ˈdɪz-, ˈsaɪz- .....
- exasperate** ɪg' zæsp ə rest eg-, əg-, ɪk-, ek-, ək-, ˈzɑ:sp- .....

## Alternative pronunciations involving the symbol ■


Unstressed syllables in the middle of a multisyllabic word are often shown in relation to a stressed syllable. This ensures that you know which syllable is being referred to.

**manageable** ˈmæn ɪdʒ əb|l  ədʒ-

This square block preceded by a stress mark stands for the stressed syllable in front of the alternative pronunciation. The alternative pronunciation of the word is thus:


ˈmæn ədʒ əb əl

Notice that the square block (■) always stands for one syllable, whereas the hyphen (-) replacing part of a word may stand for one or more than one syllable.

**unceremonious** ˌʌn ˌser ɪ 'məʊn i əs  ə-

This square block preceded by a tertiary stress mark stands for the syllable which carries tertiary stress in the main pronunciation. The alternative pronunciation is thus clearly shown as referring to the syllable following the tertiary stress. The alternative pronunciation of the word is thus:


ˌʌn ˌser ə 'məʊn i əs

**acupuncturist** ˈæk ju ˌpʌŋk tʃər ɪst  ˌjə-  
..ˌjə-, -ʃər ɪst, ˈ-əst

This alternative is shown as being in the syllable after the initial stressed syllable. Thus:

ˈæk jə ˌpʌŋk tʃər ɪst

## EXERCISE 17

 Use the dictionary to help you say and transcribe the following:

- The American pronunciation of **Aberdeen**, in Scotland.
- All the alternative pronunciations shown for **academician**.
- The pronunciation of **Addis Ababa**.
- The second pronunciation of **manageress**.
- A regional pronunciation of **misrepresentation**.

## EXERCISE 18

### Quiz on alternative pronunciations.

 Use the dictionary to answer the following questions.

- Can **exorcise** be pronounced like **exercise**?

2. How many British and American pronunciations exist for **majority**? Transcribe each one.

3. **mandatory** - is the pronunciation mæn 'dɛɪt ə rɪ used in America?

4. TRUE OR FALSE? 'Nobody uses /s/ in the middle of **appreciate**.'

5. TRUE OR FALSE? '**acotyledon** is sometimes pronounced with three ə's.'

#### 4 Inflected and derived words

The dictionary shows how inflected and derived words are pronounced. One-syllable words are shown in full. For others, both the spelling and pronunciation are shown as endings following a headword.

**reason, R** ~ 'ri:zən ~ed d ~ing/s ~ɪŋ/z ~s z

**reasonab|le** 'ri:zən-əb|əl ~ly li ~ness nə s nɪ s

**reassess** ,ri:zə'ses ~ed t ~es ɪ z ə z ~ing ɪ ŋ ~ment/s mənt/s

**reassign** ,ri:zə'saɪn ~ed d ~ing ɪ ŋ ~s z

**reas|sure** ,ri:zə 'ʃʊə -'ʃʊə; rɪə' -||-'ʃʊə -'ʃʊə ~sured 'ʃʊəd 'ʃʊəd ||-'ʃʊəd 'ʃʊəd ~sures 'ʃʊəz 'ʃʊəz ||-'ʃʊəz  
'ʃʊəz ~suring/ly 'ʃʊər ɪ ŋ/li 'ʃʊər- ||-'ʃʊər ɪ ŋ/li 'ʃʊə-

**reassuranc|e** ,ri:zə 'ʃʊər ənt's -'ʃʊər- ||-'ʃʊər- 'ʃʊə- ~es ɪ z ə z

**Reamur, Réamur** 'rei əʊ mjuə ||,rei ou 'mjuə -Fr [ʁe o my:ʁ]

**Reave** ri:v

**reawaken** ,ri:zə weɪk ə n ~ed d ~ing ~ɪ ŋ ~s z

**reason, R** ~ 'ri:zən ~ed d ~ing/s ~ɪ ŋ/z ~s z

In the spelling of this example, endings are added to the headword with no alteration. For the pronunciation of inflected words, just add the pronunciation of the endings. Thus:

reasoned 'ri:zənd

reasoning 'ri:zən-ɪ ŋ

reasonings 'ri:zən-ɪ ŋ z

reasons 'ri:zənz

Sometimes an ending is added not to the complete word but to just part of it. The symbol | is used to show exactly which part is concerned.

**reasonab|le** 'ri:zən-əb|əl ~ly li ~ness nə s nɪ s

reasonab+ly=reasonably 'ri:zən-əb+li='ri:zən-əbli

**reassuranc|e** ,ri:zə 'ʃʊər ənt's -'ʃʊər- ||-'ʃʊər- 'ʃʊə- ~es ɪ z ə z

reassuranc+es=reassurances ,ri:zə 'ʃʊər ənt's+ɪ z=,ri:zə 'ʃʊər ənt's ɪ z

#### EXERCISE 19

**AIM: To understand the conventions used in the dictionary to show the spelling and pronunciation of inflected and derived words. To transcribe the pronunciations.**

**KEY** Find the following words in the dictionary extract, and transcribe their pronunciation.

1. reassessment .....

2. reassigned .....

3. reassuring .....

4. reawakens .....

#### EXERCISE 20

**Quiz on inflected and derived forms.**

**KEY** Use the dictionary to help you answer the following questions.

1. What is the American pronunciation of **marketed**?
2. How is **kindliness** pronounced - 'kaɪnd li nəʃ or 'kaɪnd lə nəʃ?
3. Which is the correct pronunciation of **uselessly** - 'juːs ləs li or juːz ləs li?
4. TRUE OR FALSE? 'The words **studied** and **studded** are sometimes pronounced the same.'
5. How is the plural of **agency** pronounced - 'eɪdʒ əns iz or 'eɪdʒ əns əz?

## EXERCISES 21-22

**AIM: To apply your understanding of layout of entries, alternative pronunciations, inflections and derived forms.**

### EXERCISE 21

**KEY** Look up in the dictionary the words listed below, and complete the table. The first two are done for you.


	Main	Alternative	Regional	AmE	AmE alternative
1. Asia	'eɪʃ ə	'eɪz ə		'eɪz ə	'eɪʃ ə
2. nothing	'nʌθ ɪŋ		'nʌθ ɪŋ		
3. Aberdaron					
4. ballroom					
5. behave					
6. economics					
7. managing					
8. target					

### EXERCISE 22

**KEY** Look up in the dictionary the words listed below, and complete the table. The first two are done for you.

	Main	Alternative	Regional	'Incorrect'	AmE	AmE alternative
1. topmast	'tɒp mɑːst	'tɒp məst	'tɒp məst		'tɑːp məst	
2. arthritis	ɑː 'θraɪt ɪs		ɑː 'θraɪt əs	ɑːθ ə'raɪt ɪs	ɑːr 'θraɪt əs	
3. Buckingham						
4. dancing						
5. mistake						
6. Saturday						
7. tariff						
8. trauma						

## 5 Optional sounds

 1. **Optional sounds** are sounds which are pronounced by some speakers or on some occasions, but are omitted by other speakers or on other occasions. In LPD they are indicated in two ways: by **italics** and by **raised** letters.

2. Sounds shown in **italics** are sounds which the foreign learner is recommended to include (although native speakers sometimes omit them). They denote sounds which may optionally be **elided** (omitted).

**lunch** 'lʌntʃ Some say lʌntʃ, others say lʌnʃ. LPD recommends 'lʌntʃ.

**bacon** 'beɪk ən Some say 'beɪk ən, others say 'beɪk n. LPD recommends 'beɪk ən.

3. Sounds shown with **raised letters** are sounds which the foreign learner is recommended to ignore (although native speakers sometimes include them). They denote sounds which may optionally be **inserted**.

**fence** fen's Some say fens, others say fents. LPD recommends fens.

**sadden** 'sæd ən Some say 'sæd n, others say 'sæd ən. LPD recommends 'sæd n.

### Sounds shown in italics: elision

**Elision** is the omission (= deletion) of a sound that would otherwise be present. It is particularly



### EXERCISE 23

**AIM: To identify the full and elided pronunciation of words when you hear them.**



a. The words below all have a sound which can be elided (omitted, deleted). Listen to the cassette: each word is spoken twice, first in full, and then with elision.

	<i>in full</i>	<i>with elision</i>
1. <b>French</b>	frentʃ	frenʃ
2. <b>plunge</b>	plʌndʒ	plʌnʒ
3. <b>stamped</b>	stæmpt	stæmt
4. <b>tangerine</b>	ˌtændʒ ə ˈriːm	ˌtænʒ ə ˈriːm
5. <b>tasteful</b>	ˈteɪst fʊl	ˈteɪs fʊl
6. <b>kindness</b>	ˈkaɪnd nəʃ	ˈkaɪn nəʃ
7. <b>awaken</b>	ə ˈweɪk ən	ə ˈweɪk n



b. Listen to the words on the cassette. For each word circle the appropriate transcription in a. above.

A sound which can be elided is shown in the dictionary in italics:

<b>French, f~</b>	frenʃ
<b>plunge</b>	plʌndʒ
<b>stamped</b>	stæmpt
<b>tangerine, T~</b>	ˌtændʒ ə ˈriːm
<b>tasteful</b>	ˈteɪst fəl
<b>kindness</b>	ˈkaɪnd nəʃ
<b>awaken</b>	ə ˈweɪk ən

### EXERCISE 24

**AIM: To understand the marking of elision in the dictionary.**

The dictionary entries below show that elision may take place in these words. Look at the transcriptions next to the entries. For each one, mark whether the word is given in full (F) or with elision (E). The first one is done for you.

1. <b>launch</b>	lɔːntʃ	lɔːntʃ F
2. <b>arrange</b>	ə ˈreɪndʒ	ə ˈreɪnʒ
3. <b>pumped</b>	pʌmpt	pʌmt
4. <b>minx</b>	mɪŋks	mɪŋks
5. <b>token</b>	ˈtəʊk ən	ˈtəʊk ən
6. <b>cold  ly</b>	ˈkəʊld  li -ˈkəʊld-   ˈkəʊld- ~ness	nəs nɪs ˈkəʊld nəʃ

### EXERCISES 25-26

**AIM: To understand the conditions in which elision of consonants takes place, and so to predict when elision may take place. To say and transcribe full and elided forms.**

#### Elision of consonants

Within a syllable:

t may be elided in ntʃ e.g. **lunch** lʌntʃ, lʌnʃ

d may be elided in ndʒ e.g. **strange** streɪndʒ, streɪnʒ

p may be elided in mps, mpt e.g. **jumped** dʒʌmpt, dʒʌmt

t may be elided in nts e.g. **contents** ˈkɒn tents, ˈkɒn tens

k may be elided in ŋks, ŋkt e.g. **lynx** lɪŋks, lɪŋs

At the end of a syllable, t and d may be elided before a consonant in the next syllable:



t may be elided in ft, st e.g. **firstly** 'fɜːst li, 'fɜːs li

and less commonly in pt, kt, tʃt, θt, ʃt

d may be elided in ld, nd e.g. **baldness** 'bɔːld nəʃ, 'bɔːl nəʃ

and less commonly in bd, gd, dʒd, vd, ðd, zd, md, ŋd

## EXERCISE 25

  Say and transcribe the following words in their full form, and ʃF'lj with elision. You can check the pronunciation on the cassette, and the transcription in the key.

*in full*                      *with elision*

1. **pinch**
2. **bandstand**
3. **camped**
4. **wistful**
5. **softness**
6. **textbook**

## EXERCISE 26

 Four of the following words can exhibit elision. Circle those words.

**softly softer customer lounge firstly judged lateness wasteful**

There is further discussion of elision in the note ELISION in LPD.

## Sounds shown by raised letters: insertion

### Insertion of consonants

Some words have an alternative pronunciation in which a consonant is inserted. The inserted sound is shown by a small, raised letter.

	Main pron	with insertion
<b>prince</b> , P~	prɪn's	prints (= prints)
<b>triumph</b> n, v, T~	'traɪ ʌm'f	'traɪ ʌmp'f

These consonants are only inserted after a nasal sound, when the vocal organs are not precisely synchronised in their movement from the position for the nasal to the position for the following oral sound.

## EXERCISE 27

AIM: TO IDENTIFY WHETHER A SOUND HAS BEEN INSERTED, WHEN YOU HEAR A WORD.

The dictionary entries below show that the words are sometimes pronounced with an inserted sound. Listen to the words on the cassette, and transcribe the pronunciations you hear.

1. **fence** fent's .....fents....
2. **sentence** 'sent ən'ts ..... 'sent əns....
3. **distanc|e** 'dɪst ən'ts .....
4. **mince** mɪn'ts .....
5. **triumph** n, v, T~ 'traɪ ʌm'p'f .....
6. **acquaintanc|e** ə 'kweɪnt ən'ts .....
7. **comf|ort**, C~ 'kʌm'p'f|ət .....
8. **emph|asis** 'em'p'f|əs ɪs .....
9. **assistance** ə 'sɪst ən'ts .....
10. **substantial** səb'stæntʃəl .....


### Insertion of ə


This is an alternative to a syllabic consonant, and is dealt with in the section on syllabic consonants on pages 26-30.


## EXERCISE 28


**AIM: To apply knowledge of optional sounds in studying a conversation.**

The conversation below is recorded on the cassette. You can use it as you choose. Three different approaches are suggested.

 **KEY** Suggestion 1. Before you listen, read the conversation and underline the words in which elision or insertion are possible. Use Key A to check what you have marked.

 **KEY** Then listen to the conversation on the cassette to see how the speakers pronounce these words; circle those which have undergone elision or insertion. Use Key B to check.

 **KEY** Suggestion 2. Listen to the conversation, with the book closed, and transcribe it. You can use Key B to check your transcription.

 **KEY** Suggestion 3. When you have listened to the conversation, (and followed suggestion 1 or 2), practise saying the conversation. Record yourself, and compare your version with the one on the cassette.

 **A:** I've just had my lounge decorated. It hadn't been done since I moved in.

**B:** What colour is it?

**A:** It's called French Blush.

**B:** Very tasteful, I'm sure, but it doesn't convey anything.

**A:** Well, on the chart it looked lovely - a sort of pale tangerine colour.

**B:** That sounds nice. The lounge faces north, doesn't it, and a tangerine glow would take away the coldness.

**A:** That's just what I thought: elegant but comfortable. But actually it's more like orange. It's cheerful - but not very restful.


## 6 Syllabic consonants

1 Most syllables contain a vowel sound. Sometimes, though, a syllable consists only of a consonant (or consonants). If so, this consonant (or one of them) is a nasal (usually *n*) or liquid (*l* or, especially in AmE, *r*). For example, in the usual pronunciation of **suddenly** 'sʌd n li, the second syllable consists of *n* alone. Such a consonant is called a **syllabic consonant**.

2 Instead of a syllabic consonant it is always possible to pronounce a vowel ə plus an ordinary (non-syllabic) consonant. Thus it is possible, though not **usual**, to say 'sʌd ən li rather than 'sʌd n li.


## EXERCISE 29

**AIM: To recognise syllables containing a syllabic consonant or vowel + consonant, when you hear and see them.**

 **a.** The words below all have a main pronunciation with a syllabic consonant. Listen to the cassette: each word is spoken twice, first with a syllabic consonant, and then with a vowel + consonant.


	<i>syllabic consonant</i>	<i>vowel + consonant</i>
1. <b>suddenly</b>	'sʌd n li	'sʌd ən li
2. <b>Britain</b>	'brɪt n	'brɪt ən
3. <b>frightening</b>	'fraɪt n ɪŋ	'fraɪt ən ɪŋ
4. <b>hidden</b>	'hɪd n	'hɪd ən
5. <b>medal</b>	'med l	'med əl
6. <b>needlework</b>	'ni: d l wɜ:k	'ni: d əl wɜ:k
7. <b>cattle</b>	'kæt l	'kæt əl
8. <b>petals</b>	'pet l z	'pet əl z
9. <b>panel</b>	'pæn l	'pæn əl


10. <b>softener</b>	'sɒf n ə	'sɒf ən ə
11. <b>station</b>	'steɪ ʃn	'steɪ ʃən
12. <b>fastened</b>	'fɑːs nd	'fɑːs ənd

 **KEY** b. Listen to the words on the cassette. For each word, circle the appropriate transcription in a. above.

### EXERCISE 30

**AIM: To recognise contexts in which syllabic consonants are likely. To identify and transcribe syllables containing a syllabic consonant or vowel + consonant, when you hear words.**

 **KEY** a. Look at the text below. Underline words which are likely to contain syllabic consonants. Use Key A to check the words you have underlined.

 **KEY** b. Listen to the text on the cassette and notice how the speaker pronounces each word you have underlined: does it have a syllabic consonant? Transcribe these words as spoken on the cassette. Use Key B to check.

#### **GOLDEN OLDIES – the most popular songs chosen by radio listeners:**

The Battle of New Orleans  
Wooden Heart  
Beautiful Dreamer  
I Beg your Pardon (I never promised you a rose garden)  
The Tunnel of Love  
Sentimental Journey  
Suddenly it's Spring  
Congratulations

3 Likely syllabic consonants are shown in LPD with the symbol ə, thus **suddenly** 'sʌd ən li. LPD's regular principle is that a raised symbol indicates a sound whose insertion LPD does not recommend (see OPTIONAL SOUNDS). Hence this notation implies that LPD prefers bare n in the second syllable. Since there is then no proper vowel in this syllable, the n must be syllabic.

4 Similarly, in **middle** 'mɪd ə l LPD recommends a pronunciation with syllabic l, thus 'mɪd l. In **father** 'fɑːð ə || 'fɑːð ə r LPD recommends for AmE a pronunciation with syllabic r, thus 'fɑːð r.

5 The IPA provides a special diacritic to show a syllabic consonant, thus ŋ̩. 'sʌdŋ̩ li. For AmE syllabic r, the symbol ɹ̩ is sometimes used, thus 'fɑːðɹ̩. Because LPD uses spaces to show syllabification, it does not need these conventions. Any nasal or liquid in a syllable in which there is no other vowel must automatically be syllabic.

Since it is always possible to insert ə in a word with a syllabic consonant, words containing syllabic consonants in the dictionary are all shown with ə, as shown in the following entries.

**sudden** 'sʌd ən ~ly li

**Britain** 'brɪt ən

**frighten** 'fraɪt ən ~ing/ly ~ɪŋ/li

**hidden** 'hɪd ən

**medal** 'med əl

**needlework** 'niːd əl wɜːk

**cattle** 'kæt ə || 'kɑː əl

**petal** 'pet əl || 'pet̩ əl ~ed, ~led d ~s z

**panel** 'pæn əl

**softener** 'sɒfənə

**station** 'steɪʃən

**fasten** 'faɪsən †'fæs- ||'fæsən ~ed d

### What is the difference between ən and ən?

Remember the conventions used in the dictionary:

- an italic letter shows a sound which is sometimes elided. The main pronunciation - which foreign learners are recommended to use - *includes* the sound. So for

**distant** 'dɪst ənt

the recommended pronunciation is 'dɪst ənt.

- a raised letter shows a sound which is sometimes inserted. The main pronunciation does not include this sound. So for

**button, B** ~ 'bʌt ən

the recommended pronunciation is 'bʌt n.

### EXERCISE 31

**AIM:** To interpret the symbols ə and ə quickly and correctly.

**KEY** In some of the following words, the recommended pronunciation has a syllabic consonant. In others, the recommended pronunciation has a syllable with ə. Look up each word in the dictionary; then transcribe its recommended pronunciation. The first one is done for you.

1. **absent** ...'æb snt.....

2. **beckon** .....

3. **current** .....

4. **cycle** .....

5. **Pamela** .....

6. **paragon** .....

7. **servant** .....

8. **similar** .....

9. **traveller** .....

10. **vacant** .....

## 7 Compression

1 Sometimes a sequence of sounds in English has two possible pronunciations: either as two separate syllables, or **compressed** into a single syllable. Possible compressions are shown in LPD by the symbol ~ between the syllables affected.

E.g. **lenient** 'li:n i ənt  
one 'li:n jənt

Two pronunciations are possible: a slower one 'li:n i ənt, and a faster

**diagram** 'daɪ ə græm  
one 'dæ græm.

Two pronunciations are possible: a slower one 'daɪ ə græm, and a faster

**maddening** 'mæd ənɪŋ

Two pronunciations are possible: a slower one with three syllables, 'mæd nɪŋ or 'mæd ənɪŋ and a faster one with two syllables, 'mæd nɪŋ.

2 Generally the uncompressed version is more usual

- in rarer words
- in slow or deliberate speech
- the first time the word occurs in a discourse.

The compressed pronunciation is more usual

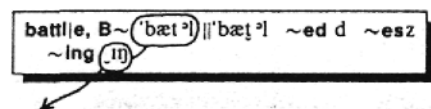
- in frequently-used words
- in fast or casual speech
- if the word has already been used in the discourse.

### Compression involving a consonant

Compression causes a possible syllabic consonant to become a plain non-syllabic consonant.

A frequent context for compression is when -ing is added to a verb ending with a syllabic consonant.



The inflected form often appears in the dictionary under the verb, with the ending shown separately.



This represents an entry **battling** bæt̩ɪŋ which can be pronounced with three syllables or two syllables.



### EXERCISE 32

**AIM:** To check your understanding of the conventions shown above.

  Say and transcribe the pronunciations of **battling** with three syllables and two syllables. You can check the pronunciations on the cassette, and the transcriptions in the key.

### EXERCISE 33


**AIM:** To recognise whether a word has undergone compression when you hear the word.

  Listen to the words below, on the cassette. For each one, decide if it is pronounced with three syllables, i.e. has a syllabic consonant in the middle, or if it is pronounced with two syllables, i.e. has undergone compression. Write how many syllables you hear. The first two are done for you.

- |                    |                     |
|--------------------|---------------------|
| 1. maddening .3..  | 5. cycling ....     |
| 2. battling .2..   | 6. reckoning ....   |
| 3. flattening .... | 7. threatening .... |
| 4. sprinkling .... | 8. trickling ....   |

### EXERCISE 34

**AIM:** To transcribe words containing a syllabic consonant plus suffix, showing whether the syllabic consonant has undergone compression.

 Transcribe the words on the cassette in exercise 33, making sure you show whether there is a syllabic consonant or whether it has undergone compression.

### EXERCISE 35

**AIM:** To use the dictionary to check whether compression can take place.

The following words all have a main pronunciation with three syllables. In some of the words, compression sometimes takes place and they are pronounced with two syllables.

**finally traveller carefully globally lengthening normally nursery sampling summarise totally tunnelling**

Look up each word in the dictionary and check whether it is marked for compression. Complete the table on the next page. The first two are done for you.

	Words with no compression: always three syllables e.g. <b>finally</b> 'faɪn əl i	Words with compression: can be two syllables e.g. <b>traveller</b> 'træv əl ə


'faɪn ə l i	'træv lə
-------------	----------

### Compression involving a vowel



Where compression is marked between vowels, the two vowels can be compressed into one syllable. The details of the phonetic changes possible are given in the LPD note: COMPRESSION, para. 7.

### EXERCISE 36

**AIM: To recognise full and compressed forms when you hear and see them.**



 a. The words below can all undergo compression. Listen to the cassette: each word is spoken twice, first in full and then with two syllables compressed into one.

	<i>full</i>	<i>with compression</i>
1. <b>obvious</b> 'ɒb vi əs	'ɒb vi əs	'ɒb vjəs
2. <b>bicentennial</b> ,baɪ sen 'ten i əl	,baɪ sen 'ten l əl	,baɪ sen 'ten jəl
3. <b>studious</b> 'stjuːd i əs	'stjuːd l əs	'stjuːd jəs
4. <b>usual</b> 'juːz u əl	'juːz u əl	'juːz wəl
5. <b>material</b> mə 'tɪər i əl	mə 'tɪər l əl	mə 'tɪər jəl
6. <b>diagram</b> 'daɪ ə græm	'daɪ ə græm	'dæ græm

  b. Listen to the words on the cassette. For each word, circle the appropriate transcription in a. above.

### EXERCISE 37



**AIM: To identify whether words have undergone compression when you hear them.**

  The words below can all undergo compression. Listen to them on the cassette, and write F for full, or C for compressed. The first two are done for you.

1. cafeteria F
2. diabetes C
3. previous
4. proprietor
5. fastidious
6. affluent
7. residual
8. obedient
9. curious

### EXERCISE 38

**AIM: To recognise syllabic consonants and compression in a conversation.**

  Listen to the conversation on the cassette. Can you find the following?

Eight words with syllabic consonants.  
Two words with compression involving a consonant.  
Five words with compression involving vowels.

A: These plants haven't flowered at all this year. I bought them from a reputable company, but I think they must be rotten.  
B: This label says they are biennials.  
A: So they ought to flower twice a year.  
B: No, those are biannuals. Biennial plants only flower every other year. Your plants obviously aren't flowering because this is the first year.  
A: I thought a biennial was a sort of two-hundred year anniversary. 1989 was the biennial of the

French Revolution, and there was a great celebration in Paris.

B: No, you are thinking of bicentennial.

A: Oh, the advantages of a classical education!

## Part B: stress in words and phrases

This part of the book deals with the **marking of stress** in words and phrases. It begins with an introductory case study, focussing on one very specific use of stress patterns in words, before going on to look at the full range of stress patterns and marking. Stress is discussed in LPD in the Introduction 3:3, and the note STRESS.

### 8 Pairs of words with different stress



A number of English words have the same spelling for a noun or adjective and a verb. There is a group of these two-syllable words where the noun/adjective is stressed on the first syllable, and the verb on the second.

e.g. a **record** 're kɔ:d      to **record** rɪ 'kɔ:d  
      **perfect** 'pə:fɪkt      to **perfect** pə: 'fekt

#### EXERCISE 39

**AIM: To stress nouns and verbs correctly.**



Fill the gaps in the sentences below. The words you need are listed under the sentences. Mark the stressed syllable of each word.

1. There has been a big ..'increase.. in the number of students applying to this college.
2. As a Red-Cross volunteer, she sometimes has to ..... disabled people travelling across London.
3. A recent ..... showed that 98% of households have colour television.
4. The council are going to ..... the High Street into a pedestrian shopping centre.
5. The winning song in the Eurovision Song ..... is usually pretty dull.
6. A gesture which is friendly in one country may be a deadly ..... in another country.

**contest convert escort increase insult survey**

#### EXERCISE 40

**AIM: A. To use the dictionary to check stress patterns.**

**B. To stress nouns and verbs correctly.**



a. The words below can all be a noun and a verb. For some of them the noun and verb have different stress (like 'record'). For others, the noun and verb have the same stress. Underline the words which you think have different stress for the noun and verb. Use the dictionary to check your choice.

**answer contrast offer present reject reply transport**

b. Use each underlined word in two sentences, once as a noun and once as a verb. Make sure you say the words with the correct stress.

### Vowels in unstressed syllables

In some Noun-Verb pairs, the vowel in the first syllable is different in the noun and the verb.

e.g. 're kɔ:d    rɪ 'kɔ:d

In other pairs, the vowel is the same. e.g. 'ɪn sʌlt    ɪn 'sʌlt

#### EXERCISE 41

**AIM: To use the dictionary to check pronunciation.**



Use the dictionary to check the vowel in the first syllable of the words underlined below. Write the word and mark the stressed syllable.

- 1a. There has been a decrease in the birth rate. ..'di: kri:s.....
- 1b. The number of members is expected to decrease. .....
- 2a. His business interests conflict with his public duty. ....
- 2b. The border dispute may lead to armed conflict between the two countries. ....
- 3a. The President had an armed escort. ....
- 3b. The receptionist will escort visitors to the meeting room. ....
- 4a. Taxes are not expected to increase. ....
- 4b. The average increase in earnings last year was 6%. ....
- 5a. I cannot permit such behaviour. ....
- 5b. Have you got a permit for that gun? ....
- 6a. I'm going to protest. ....
- 6b. There will be a storm of protest. ....
- 7a. The rebels in the hills will never surrender. ....
- 7b. Every child rebels against authority at some stage. ....

## EXERCISE 42

**AIM: Further practice with stress and pronunciation in pairs of words.**

Can you solve the following clues? In each pair of clues, the words referred to have the same spelling, but different stress. Write the spelling, and the pronunciation corresponding to each meaning. The first one is done for you.

- |   |         |                        |
|---|---------|------------------------|
| 1. give sympathy and comfort<br>a keyboard, panel of switches | console | kən 'səʊl<br>'kɒn səʊl |
| 2. decline to do something<br>rubbish                         |         |                        |
| 3. get smaller<br>a formal legal agreement                    |         |                        |
| 4. happy, satisfied<br>what is contained in something         |         |                        |
| 5. pull out<br>a short passage from a longer text             |         |                        |
| 6. disagree, protest<br>a thing                               |         |                        |
| 7. very small<br>sixty seconds                                |         |                        |
| 8. go away from, leave<br>a place where nothing grows         |         |                        |

**KEY** If you are stuck, choose from the words in Key A. The full answers are given in Key B.

Stress on the first syllable of nouns

This is a productive pattern, and frequently appears in new words, particularly those formed from phrasal verbs, e.g. 'In put 'teɪk ɒf

## EXERCISE 43

**AIM: To practise stress on the first syllable of nouns.**

**KEY** Can you identify the nouns defined below? They are all related to phrasal verbs. When you say the nouns, make sure the first syllable is stressed.

1. an armed bank raid ..a hold-up...
2. a burglary .....

3. an appearance by a star who had retired .....
4. a sudden strike .....
5. a cinematic device where the film switches to an earlier period .....
6. a sudden period of heavy rain .....
7. a mechanical (and, metaphorically, other) failure .....
8. a ten second period immediately before the departure of a rocket .....
9. the moment of departure of a rocket .....
10. (initial) expenditure on a particular project .....

If you are stuck, choose from the nouns listed below.


**breakdown break-in comeback countdown downpour flashback hold-up lift-off outlay walkout**

## 9 Stress marking

The stresses marked in the dictionary are lexical ( = underlying = potential) stresses; the marking shows how the word is stressed when it is spoken in isolation, and which syllables can be accented in connected speech.

### EXERCISE 44

**AIM: To recognise the stressed syllable when you hear a word. To use the primary stress mark ' correctly in a word with one stressed syllable.**

 **KEY** The extract below comes from *Down and Out in Paris and London* by George Orwell. Orwell is describing his experience as a tramp in London in the 1930's. Listen to the extract on the cassette. Mark the stressed syllable in the words underlined. The first two are done for you.

I stayed in the streets till late at night, 'keeping on the move all the time. Dressed as I was, I was half a'fraid that the police might arrest me as a vagabond, and I dared not speak to anyone, imagining that they must notice a disparity between my accent and my clothes. (Later I discovered that this never happened.) My new clothes had put me instantly into a new world. Everyone's demeanour seemed to have changed abruptly. I helped a hawker pick up a barrow that he had upset. "Thanks, mate," he said with a grin. No one had called me mate before in my life – it was the clothes that had done it. For the first time I noticed, too, how the attitude of women varies with a man's clothes. When a badly dressed man passes them they shudder away from him with a quite frank movement of disgust, as though he were a dead cat. Clothes are powerful things. Dressed in a tramp's clothes it is very difficult, at any rate for the first day, not to feel that you are genuinely degraded. You might feel the same shame, irrational but very real, your first night in prison.

### EXERCISE 45

**AIM: To use the primary stress mark ' correctly in a word with one stressed syllable.**

**KEY** Each of these definitions refers to a word in the dictionary extract below and on the next page. Find the appropriate word, and write its transcription, with the stress marked. The first one is done for you.

1. a business that makes its money esp. by bringing people into touch with others or the products of others ..'eɪdʒ əns i.....
2. a list of subjects to be dealt with or talked about at a meeting .....
3. to make (a difficult situation) more serious or dangerous; make worse .....
4. a person whose job is to represent another person, a company, etc. esp. one who brings people into touch with others or deals with the business affairs of a person or company .....
5. *derog* always ready to quarrel or attack .....
6. *BrE sl* trouble, esp. fighting, eg between groups of young people .....
7. an ..... language: one in which words are formed by agglutination
8. able to move quickly and easily .....
9. *noun usu.* derog increase in size, power or rank, esp. when intentionally planned .....

**agency** 'eidʒ əns |i ~ies iz

**agenda** ə 'dʒend ə ~s z

**agene** 'eidʒ i:n

**agent** 'eidʒ ənt ~s s —see also phrases with this word

**agent provocateur** ,æʒ ð prə 'vɒk ə 'tɜː ,eidʒ ənt- || ,a:ʒ ð prou ,va:k ə 'tɜː -'tʊər

—Fr [a ʒɑ pʁɔ vɔ ka tœ:v] **agents provocateur** same pronunciation, or -z

**agentive** 'eidʒ ənt iv

**age-old** ,eidʒ 'əʊld ◀ → -'bʊld || -'oʊld ◀

**-ageous** 'eidʒəs —This suffix may impose rhythmic stress on the preceding stem  
(,advan'tageous).

**ageratum** ,ædʒ ə 'reit əm -'reit- ~s z

**Agfa** tdmk 'æg fə

**Agg** æg

**Aggett** 'æg ɪt -ət

**Aggie** 'æg i

**aggiornamento** ə ,dʒɔ:n ə 'ment əv ,æ- || ə ,dʒɔ:rn ə 'ment əv — /t [ad 'dʒɔr na 'men to]

**agglomerate** v ə 'glom ə |reit || ə 'glɑ:m- ~rated reit id -əd || reit əd ~rates reits ~rating reit ɪŋ  
|| reit ɪŋ

**agglomerate** adj, n ə 'glom ə rət -it, -ə reit || ə 'glɑ:m- ~s s

**agglomeration** ə 'glom ə 'reɪʃ ən || ə 'glɑ:m- ~s z

**agglutinate** v ə 'glu:t ɪ |neɪt -ə- || -ə|n eɪt ~nated neit id -əd || neit əd ~nates neits ~nating neit  
ɪŋ || neit ɪŋ

**agglutinate** adj, n ə 'glu:t ɪn ət -ən-, -it; -ɪ neit, -ə- || -ən- ~s s

**agglutination** ə 'glu:t ɪ 'neɪʃ ən -ə- || -ən 'eɪʃ-

**agglutinative** ə 'glu:t ɪn ət iv -'ən-; -ɪ neit-, -ə neit-, -ən eɪt- | -ən eɪt iv -ən ət iv ~ly li

**aggrandis...** —see **aggrandiz...**

**aggrandize** ə 'grænd aɪz 'æg rən daɪz ~ed d ~es ɪz əz ~ing ɪŋ

**aggrandizement** ə 'grænd ɪz mənt -əz-, -aɪz-

**aggra|vate** 'æg rə |vert ~vated vert id -əd || vert əd ~vates verts ~vating/ly vert ɪŋ /li || vert ɪŋ /li

**aggravation** ,æg rə 'veɪʃ ən ~s z

**aggregate** adj, n 'æg rɪg ət -rəg-, ɪt; -rɪ geɪt, -rə- ~s s

**aggre|gate** v 'æg rɪ |geɪt -rə- ~gated geɪt id -əd || geɪt əd ~gates geɪts ~gating geɪt ɪŋ || geɪt ɪŋ

**aggregation** ,æg rɪ 'geɪʃ ən -rə- ~s z

**aggression** ə 'ɡres ʃ ən

**aggressive** ə 'gres iv ~ly li ~ness nə s nɪs

**aggressor** ə 'gres ə || -ər ~s z

**aggrieved** ə 'ɡri:v d

**aggro** 'æg rəv || -rou

**Agha-** comb. form in Irish place names 'æx ə —**Aghacully** ,æx ə 'kʌl i

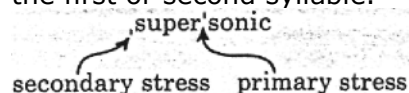
**agha|st** ə 'ɡa:st -'gæst || ə 'gæst

**agile** 'ædʒaɪl || -əl -aɪl (not -i) ~ly li ~ness nə s nɪs

## Secondary + primary stress



When the primary stress in longer words occurs late in the word, there is a secondary stress on the first or second syllable.



## EXERCISE 46

**AIM: To recognise secondary and primary stress when you hear a word. To mark secondary and primary stress.**



KEY

Listen to these words on the cassette. Mark the secondary and primary stress, as in the example on page 43.

- |                 |                  |
|-----------------|------------------|
| 1. anniversary  | 6. mortification |
| 2. definition   | 7. proclamation  |
| 3. epicurean    | 8. regeneration  |
| 4. mediocrity   | 9. valediction   |
| 5. metaphysical |                  |

Use the words above to fill the gaps below. Say the titles.

The ..... Poets

*A selection of poems*

..... in love rejected

A .....: forbidding mourning

The .....

An Ode upon his Majesty's .....

An ..... Ode

.....

The ..... of Love

.....

Thomas Carew

John Donne

John Donne

Sir Richard Fanshawe

John Hail

George Herbert

Andrew Marvell

Henry Vaughan

## EXERCISE 47

**AIM: To mark secondary and primary stress.**

The following words each have two stressed syllables, with the later stressed syllable carrying the primary stress. Mark the two stressed syllables. You can look the words up in the dictionary to check. The first one is done for you.

- |                  |                |
|------------------|----------------|
| 1. ,sabba'tarian | 5. Sagittarius |
| 2. sacramental   | 6. Salamanca   |
| 3. sacrificial   | 7. Salieri     |
| 4. sacrilegious  | 8. salmonella  |

Some words have a secondary stress marked in brackets e.g. (,)San 'Remo

This means that some speakers put a secondary stress on the first syllable:

,San 'Remo and others do not stress it: San 'Remo

## Tertiary stress - after primary stress



In multi-syllabic words, there is sometimes a rhythmic beat on a syllable after the primary stress. This syllable is not usually accented when the word is in a sentence. It is marked . and referred to as tertiary stress.

primary stress      tertiary stress

## EXERCISE 48

**AIM: To recognise tertiary stress after the primary stress when you hear a word. To mark primary and tertiary stress.**



KEY

Listen to the following words and phrases on the cassette. Each has two stressed syllables, with the earlier stressed syllable carrying the primary stress. Mark the stressed syllables, as in the example on page 45. The first one is done for you.

- |                 |                   |
|-----------------|-------------------|
| 1. 'rain.forest | 8. obstructionism |
| 2. octosyllable | 9. officeholder   |

- |                  |                           |
|------------------|---------------------------|
| 3. revisionism   | 10. estate agent          |
| 4. caretaker     | 11. record library        |
| 5. castaway      | 12. Oedipus complex       |
| 6. undercarriage | 13. uncertainty principle |
| 7. upbringing    |                           |


### EXERCISE 49

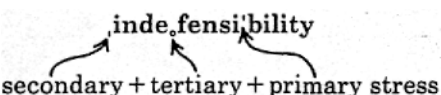
**AIM: To distinguish between: primary stress + tertiary stress e.g. 'super.market  
secondary stress + primary stress e.g. ,super 'sonic**

Look up the following items in the dictionary and check the stress. Mark the stress.

- |                 |                   |
|-----------------|-------------------|
| 1. safebreaker  | 4. safekeeping    |
| 2. safe-conduct | 5. safety curtain |
| 3. safe-deposit | 6. safety-first   |



### Tertiary stress - between secondary and primary stress

 There is another context in which tertiary stress occurs. Words with secondary and primary stress sometimes have a rhythmic beat between the secondary and primary stress. This is marked . and referred to as tertiary stress.

  
secondary + tertiary + primary stress

### EXERCISE 50

**AIM: To recognise primary, secondary and tertiary stress when you hear words. To mark primary, secondary and tertiary stress.**

  Listen to the following words and phrases on the cassette. Each has three stressed syllables, with the last stressed syllable carrying the primary stress. Mark the secondary, tertiary and primary stress in these words and phrases. The first one is done for you.

- |                     |                             |
|---------------------|-----------------------------|
| 1. ,co.edu'cation   | 5. Received pronunciation   |
| 2. intercontinental | 6. co-efficient of friction |
| 3. sadomasochistic  | 7. occupational therapy     |
| 4. valetudinarian   |                             |

### EXERCISE 51

**AIM: To recognise stress patterns of words when you hear them (mixed patterns).**

  Listen to the following words on the cassette. Mark the stress.

- |                   |                      |
|-------------------|----------------------|
| 1. tyrannicide    | 6. adolescence       |
| 2. indivisibility | 7. sacrosanct        |
| 3. sacrificial    | 8. intellectual      |
| 4. caretaker      | 9. unconventionality |
| 5. liberator      | 10. capitalism       |

### EXERCISE 52

**AIM: To use the dictionary to check stress patterns.**

- a. Mark what you think is the stress pattern on the following words.  
b. Then look each word up, and check if your stress marking is correct. Write the correct stress marking, if necessary.

Your stress marking	Correct stress marking
1. habilitate	habilitate
2. habilitation	habilitation
3. habit	habit
4. habitability	habitability
5. habitat	habitat

6. habitation	habitation
7. habit-forming	habit-forming

### EXERCISE 53

**AIM: To use the dictionary to check stress patterns.**

- Mark what you think is the stress pattern on the following words.
- Then look each word up, and check if your stress marking is correct. Write the correct stress marking, if necessary.

Your stress marking	Correct stress marking
1. daredevil	daredevil
2. deactivate	deactivate
3. deputation	deputation
4. deputy	deputy
5. deregulation	deregulation
6. derelict	derelict
7. dermatitis	dermatitis
8. derogatory	derogatory
9. desecrate	desecrate
10. discrimination	discrimination
11. dishonest	dishonest
12. dishwater	dishwater

## 10 Stress shift

Some words seem to change their stress pattern in connected speech; the position of the stress is shifted when the word is followed in a phrase by a more strongly stressed word. Words which are likely to undergo stress shift are marked ◀ in the dictionary.



middle-aged ,mɪd əl 'eɪdʒd ◀ ,middle-aged 'spread

This means that in isolation, **middle-aged** has primary stress on 'aged'. So in the sentence: Most Daily Telegraph readers are middle-aged. 'aged' is more prominent than 'middle'.

But in the phrase **middle-aged spread**, with primary stress on the noun 'spread', it is 'middle' and not 'aged' that carries the secondary stress: i.e. 'middle' is more prominent than 'aged'.

### EXERCISES 54-58

**AIM: To recognise, mark and pronounce words which undergo stress shift.**

#### EXERCISE 54



Listen to the example on the cassette. Notice the stress shift.

arrangements made at the last minute

last minute arrangements

The phrases below can all be transformed in a similar way. Transform each phrase. Mark the secondary and primary stress. The first one is done for you.

- arrangements made at the last minute ,last-minute ar'rangements
- a map drawn to a large scale
- surgery performed on the open heart
- a personality which is laid-back
- a potato-peeler designed for people who are left-handed
- a letter which is misspelt
- a person's youth which was misspent

#### EXERCISE 55



KEY

In words of four or more syllables, when stress is shifted, the original primary stress still carries a rhythmic beat; this tertiary stress is marked ː.

e.g. atmospheric atmospheric pressure

ˌæt məs ˈfer ɪk                    ˌæt məs ˌfer ɪk ˈpref ə

A similar process may take place in the words and phrases below. Say and mark the stress in the word in isolation, and the phrase containing the word:

- |                  |                         |
|------------------|-------------------------|
| 1a. audio-visual | b. audio-visual aids    |
| 2a. automatic    | b. automatic pilot      |
| 3a. occupational | b. occupational therapy |
| 4a. operational  | b. operational research |
| 5a. radioactive  | b. radioactive decay    |

### EXERCISE 56



KEY

The phrases below are all given in the dictionary as examples of a phrase in which the first element is likely to undergo stress shift. Each phrase could be expressed in a longer form, with a relative clause:

e.g. next-door neighbours = neighbours who live next door.

Listen to the example on the cassette, and notice the difference in stress when 'next-door' is in final position:

ˌnext-door ˈneighbours = neighbours who live ˌnext ˈdoor

Express each of the phrases below in a similar way. When you say the two versions, be careful to stress correctly the element in final position.

1. trumped-up charges *charges which are trumped up*
2. the mid-day sun
3. an undercover agent
4. unearned income
5. a middle-aged man
6. cast-iron railings
7. a crazy mixed-up kid

### EXERCISE 57

Say the following pairs of sentences.

1. Don't go out at mid-day.  
Don't go out in the mid-day sun.
2. She's always at my right-hand.  
She's always on the right-hand side.
3. They're soft-hearted.  
They're a soft-hearted couple.
4. I'm going via Panama.  
I'm going via the Panama Canal.
5. She was sent overseas.  
She was sent on an overseas posting.
6. John's at university.  
John's at University College.
7. They're cruising in the Adriatic.  
They're cruising in the Adriatic Sea.
8. He's very interested in Latin America.  
He's very interested in Latin-American dancing.
9. The underlying rocks are carboniferous.  
The underlying rocks are carboniferous limestone.
10. We're going to Oklahoma.  
We're going to Oklahoma City.

### EXERCISE 58



Continue this description of a book, using as many as possible of the words and phrases in Exercises 54 to 57. Compare your version with somebody else's, or record yourself reading it aloud.

## 11 Compounds and phrases

### Early and late stress



There are many English expressions consisting of two words, or in which two words have been combined.

e.g. central heating picture frame dishwasher

Some of these have early stress: primary stress is on the *first* element.

e.g. 'picture frame 'dishwasher

Some have late stress: primary stress is on the *second* element, e.g. ,central 'heating

Can you give any guidelines for the placement of the ' stress? Write down what you think before you turn over the page.

### Early and late stress: some guidelines



Early stress is usual in:

Compounds in which the two elements are written as one word,

e.g. 'dishwasher, 'blackbird

Expressions consisting of NOUN + NOUN, e.g. 'picture frame

Late stress is usual in:

Expressions consisting of ADJECTIVE + NOUN, e.g. ,central 'heating

Note that a word ending in -ing may operate as a noun

e.g. a 'washing ma.chine (a machine for doing the washing)

a 'swimming .lesson (a lesson in swimming)

OR a present participle, with the force of:

an adjective e.g. a ,moving 'story (a story which is moving, emotional)

a verb e.g. ,moving 'pictures (pictures which move: hence 'movies')

## EXERCISES 59-62

AIM: To understand and use guidelines for predicting stress in compounds and phrases.



### EXERCISE 59



For each of the expressions underlined in the following text, decide whether it has early or late stress. Write it in the correct column of the table below. The first one is done for you.

*I am taking Spanish lessons at the moment. I attend evening classes on Monday evenings at the local Community Centre. We've got an English teacher, and of course her Spanish accent isn't perfect, but she understand the problems we have, and we are making progress. Some of us have formed our own study group, and we meet during the week to practise. One of the members is a civil engineer whose driving ambition is to go to South America. Another is a driving instructor, who keeps his grammar book in the car so he can study between lessons. Occasionally he forgets, and amazes his pupils by giving directions in Spanish.*

Early stress e.g. <b>'picture frame</b>	Late stress e.g. <b>,central 'heating</b>
Spanish lessons	Monday evenings


  The text is recorded on the cassette so you can listen to check your answers, before you compare your version with the key.

### EXERCISE 60

 Notice the difference in stress:

**a 'blackbird** = a kind of bird: *Turdus merula*

**a ,black 'bird** = any bird which is black

 Using this pattern, what would you call the tilings defined below? Write the words and mark the stress.

1a ..... = a teacher of English

b ..... = a teacher who is English

2a ..... = a lightless room for developing photographs


b ..... = a room with not much light in it

3a ..... = a board with a specially treated black surface, traditionally used in classrooms for writing on with chalk

b ..... = a board painted black

4a ..... = a shelf for keeping glasses on

b ..... = a shelf made of glass

 Some expressions, which are grammatically compounds, are nevertheless pronounced with late stress (= as if they were phrases). There is no firm rule; that is why many compounds and phrases are listed separately in LPD with their stress patterns.

One group of expressions of this type comprises those where the first element names the **material or ingredient** out of which a thing is made.

**a ,rubber 'duck**

**,paper 'plates**

**,cheese 'sandwiches**

**,apple 'crumble**

**a ,pork 'pie**

Note, however, that expressions involving **cake, juice, water** take early stress.

**'almond cake**

**'orange juice**

**'barley ,water**

LPD note: COMPOUNDS & PHRASES: 5

### EXERCISE 61

 The following items can be divided into two groups. Write each item in the correct group.

apple blossom

Late stress

apple pie  
cheese grater  
cheese sauce  
jam jar  
jam sandwich  
peach brandy  
peach stone  
rubber duck  
rubber plant  
salt beef  
salt cellar

rubber duck

Early stress

rubber plant



In names of thoroughfares, note that all take late stress except **street**, which takes early stress.

**Melrose 'Road**

**Lavender 'Crescent**

**Oxford 'Circus**

**King's 'Avenue**

but **'Gower Street**

LPD note: COMPOUNDS & PHRASES: 6

## EXERCISE 62

Below is a list of places which a visitor to London might wish to visit, together with the name of the nearest Underground station.



a. Mark the stress in the names of the stations. The first one is done for you.

b. Using the underground map, plan a route, visiting all the places listed, in the most efficient order. Compare your route with someone else's, or record yourself describing your route; make sure you stress the stations correctly.

### Nearest Underground Station

Tower of London

National Gallery

Harrods

West End cinemas & theatres

Madame Tussaud's

Statue of Eros

Speakers' Corner

Barbican Centre

British Museum

shopping

Tower 'Hill

Charing Cross

Knightsbridge

Leicester Square

Baker Street

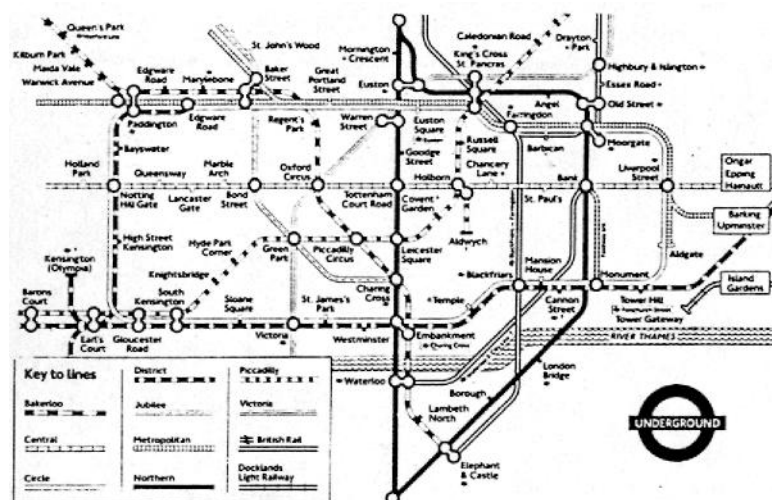
Piccadilly Circus

Marble Arch

Moorgate

Tottenham Court Road

Bond Street, Oxford Circus



LRT Registered User No. 90/1254

The general guidelines on page 52 are very useful, but they do not give a firm rule for all

expressions. That is why many expressions are listed in the dictionary.

### EXERCISE 63

**AIM: To use the dictionary to check the stress pattern of compounds.**

- Mark what you think is the stress pattern in the following compounds.
- Then look up each compound, and check if your stress marking is correct. Write the correct stress marking, if necessary.

Your stress marking	Correct stress marking
1. takeaway	takeaway
2. talcum powder	talcum powder
3. tank engine	tank engine
4. tonic water	tonic water
5. top drawer	top drawer
6. touch-type	touch-type
7. totem-pole	totem-pole
8. trapdoor	trapdoor
9. tumbleweed	tumbleweed
10. tumble-drier	tumble-drier
11. tunnel vision	tunnel vision
12. typewriter	typewriter

## 12 Alternative pronunciations with different stress



Some words have alternative pronunciations which differ from the main pronunciation only in their stress. The alternative stress pattern is shown using blocks to represent syllables.

e.g. **codriver** 'kəʊ ˌdraɪv ə ■■■

(The blocks stand for: ,kəʊ 'draɪv ə)

### EXERCISES 64-66

**AIM: To understand the conventions used to show alternative pronunciations with different stress. To identify alternative pronunciations when you hear them.**

#### EXERCISE 64



a. Look at the dictionary entries shown below. Listen to the cassette. For each word, the main and alternative pronunciations are given.

- absolute 'æb sə lu:t ,■■■
- backgammon 'bæk ˌgæm ən ■■■
- backpedal, back-pedal ,bæk 'ped əl ■■■
- caviar, caviare 'kæv i ɑː ,■■■
- cigarette ˌsɪɡ ə 'ret '■■■
- manageress ˌmæn ɪdʒ ə 'res '■■■
- submarine *n, adj* 'sʌb mə ri:n ,■■■
- Adam's 'apple || '■■■
- Ice 'cream, '■■
- radio alarm '■■■ ■■■



KEY

b. Listen to the words on the cassette. For each word, circle the appropriate stress pattern shown in a. above.

#### EXERCISE 65

The words and phrases below all have an alternative stress pattern given in the dictionary

a. Mark what you think are the main and alternative stress patterns. The first one is done for you.

- |                           |                         |
|---------------------------|-------------------------|
| 1. value added tax ,■■■■■ | 8. violin ■■■           |
| 2. vaseline ■■■           | 9. violinist ■■■■       |
| 3. velveteen ■■■          | 10. Virgin Islands ■■■■ |

- |                                     |                     |
|-------------------------------------|---------------------|
| 4. verifiable •••••                 | 11. vivisect •••    |
| 5. vicereine ••                     | 12. vocal cords ••• |
| 6. video cassette •••••             | 13. voiceover •••   |
| 7. video cassette recorder •••••••• | 14. Voltaire ••     |



KEY

b. Look up the words in the dictionary to check. Correct your marking if necessary.  
c. Listen to the sentences below, on the cassette. For each of the words or phrases underlined, identify whether the stress pattern used is that of the main pronunciation or the alternative. Circle the correct letter - M for main, or A for alternative. The first one is done for you.

- |   |     |
|---|-----|
| (M)/A   | M/A |
| 1. Is <u>value added tax</u> charged on <u>video-cassettes</u> ?  |     |
| M/A   | M/A |
| 2. My neighbour is a <u>violinist</u> . She plays a <u>violin</u> made in the <u>Virgin Islands</u> .   | M/A |
| 3. Old leather books can be preserved by treating the surface with <u>vaseline</u> , and wrapping them in <u>velveteen</u> .  |     |
| M/A   |     |
| 4. I was once offered a job doing a <u>voiceover</u> for a television advertisement. The pay was marvellous, but I developed an infection of the <u>vocal cords</u> and couldn't do it. | M/A |
| 5. 'Who said that the only meaningful statements are those which are <u>verifiable</u> by sense experience?' 'It sounds like <u>Voltaire</u> .'   |     |

Some words have alternative pronunciations involving differences in both stress and sounds. Consider a word with an unstressed syllable containing a weak vowel e.g. the first syllable of

**applicable** ə 'plɪk ə bəl

An alternative pronunciation which stresses the first syllable will contain a strong vowel instead of the weak vowel: æp 'lɪk ə bəl

## EXERCISE 66

a. Can you give two pronunciations of the following words? Say and write what you think.

- |                           |                      |
|---------------------------|----------------------|
| 1. harass 'hæɪ əs hə 'ræs | 6. controversy ..... |
| 2. brochure .....         | 7. decade .....      |
| 3. clandestine .....      | 8. kilometre .....   |
| 4. communal .....         | 9. primarily .....   |
| 5. contribute .....       | 10. subsidence ..... |



KEY

b. Look up the words in the dictionary to check. Notice the stressed syllables and the vowels which are different. Correct your versions, if necessary. Notice which is the main pronunciation.

c. Listen to four sentences, which include the words below, on the cassette. For each word, transcribe the pronunciation you hear, and say whether it is given in the dictionary as the main (M) or alternative (A) pronunciation. The first one is done for you.

- |                        |                       |
|------------------------|-----------------------|
| 1. brochure 'brəʊʃ ə M | 6. communal .....     |
| 2. applicable .....    | 7. harass .....       |
| 3. primarily .....     | 8. controversy .....  |
| 4. subsidence .....    | 9. clandestine .....  |
| 5. decade .....        | 10. contributed ..... |

## 13 Suffixes

## EXERCISE 67

**AIM: To consider stress in words with suffixes.**

KEY


a. Add a suffix to each of the words below to form an abstract noun. Mark the stress in the original word and the related noun. Does the stress change when the suffix is added? Write 'Yes' if it does, and 'No' if it doesn't.

1. 'regular ,regu'laritY Yes
2. inform
3. entertain
4. electric
5. careless

**KEY** b. Add a suffix to each of the words below to form an adjective. Mark the stress in the original word and the related adjective. Does the stress change when the suffix is added?

1. plenty
2. photograph
3. beauty
4. value
5. Japan

c. Look at the words in a. and b. where the stress changes with the addition of a suffix. You will see that in some cases, the stress falls on the suffix; in others, it has moved to a different syllable of the stem.

 We can identify three types of suffix, from the point of view of stress:

**Stress-neutral suffix** – the suffix does not affect the location of stress in the stem to which it is attached.

e.g. **-ful** 'beauty 'beautiful

**Stress-imposing suffix** – the suffix causes the stress to fall on a particular syllable of the stem.

e.g. **-ion**: stress always falls on the syllable before the suffix

**'fashion e'motion ,infor'mation**

**Stressed suffix** – the suffix itself is stressed, e.g. **-ese** ,Japan'ese

## EXERCISE 68

**AIM: To identify types of suffix.**

a. Each of the groups of words below contains:

1. a stress-neutral suffix SN
2. a stress-imposing suffix SI
3. a stressed suffix S

But they are not in the same order in every group.

In each group, mark which words contain which type of suffix. The first one is done for you.

	'climate	cli'matic	2. SI
A.	'Portugal	,Portu'guese	3. S
	'poison	'poisonous	1. SN
B.	launder	launderette	
	comfort	comfortable	
	period	periodical	
C.	punctual	punctuality	
	wide	widen	
	mountain	mountaineer	
D.	cigar	cigarette	
	economy	economic	
	sympathy	sympathise	
E.	punish	punishment	
	picture	picturesque	
	proverb	proverbial	

**KEY** b. Use the suffixes in the words in a. to complete the table below, writing suffixes into the correct column. The first three are done for you.

Stress-neutral	Stress-imposing	Stressed
-ous	-ic	-ese

Dictionary entries for suffixes show which type of suffix they are, with an example.

e.g. stress-neutral suffix:

**-ous** əs – **hazardous** 'hæz əd əs || -əd- **carnivorous** ka: 'nɪv ər-əs || ka:r-

stress-imposing suffix:

**-ic** *stress-imposing* ɪk – **periodic** ˌpɪər i 'bɒd ɪk ◀ || ˌpɪr i 'aɪd ɪk ◀  
stressed suffix:

**-ese** 'iːz || -'iːz – **journalese** ˌdʒɜːn ə 'liːz ◀ ˌdʒɜːn- -'liːz ◀ **Japanese** ˌdʒæp ə 'niːz ◀

## EXERCISE 69

**AIM: To remember how suffixes affect stress.**

a. Make up sentences or little texts using the words in exercise 68 and other words with these suffixes.

e.g. I sympathise with mountaineers who meet with terrible climatic conditions.

Record yourself saying the sentences, with the correct stress. Use the sentences for reference.

b. As you come across other suffixes, use the table in exercise 68 b to keep a record of them. Make up sentences for those suffixes too.

## Part C: aspects of pronunciation in the dictionary


### 14 American pronunciation

**2.3 American pronunciation.** The AmE pronunciations shown in LPD are those appropriate to the variety (accent) known as **General American**. This is what is spoken by the majority of Americans, namely those who do not have a noticeable eastern or southern accent. It is the appropriate pronunciation for EFL learners who take AmE as their model, rather than BrE.

American pronunciation is discussed further in LPD INTRODUCTION 2.3, 3.1 and 3.2.

## EXERCISES 70-75

**AIM: To be able to predict some differences in pronunciation between RP and GenAm.**

 Some differences between RP and GenAm:

1. In GenAm, where there is an r in the spelling, it is always pronounced:

**bird, Bird** bɜːd || bɜ˞ːd


**cart** kɑːt || kɑ˞ːt

**teacher, T~** 'tiːtʃ ə || -ə˞

## EXERCISE 70

 **KEY** Give the American pronunciations of the following words:

- |                 |                 |
|-----------------|-----------------|
| 1. stir .....   | 4. larger ..... |
| 2. third .....  | 5. barn .....   |
| 3. leader ..... |                 |

 2. In some words such as 'fast', where RP has ɑː, GenAm (like northern English accents) has æ.

**pass** pɑːs †pæs || pæs

**bath** ˌn bɑːθ †bæθ || bæθ


**after** 'ɑːft ə †'æft- || 'æft ə˞

## EXERCISE 71

 **KEY** Give the American pronunciations of the following words:

- |                          |                        |
|--------------------------|------------------------|
| 1. <b>craft</b> .....    | 4. <b>banana</b> ..... |
| 2. <b>flask</b> .....    | 5. <b>past</b> .....   |
| 3. <b>laughter</b> ..... |                        |

 Notice that not all RP ɑː sounds are pronounced se in GenAm: **fath|er** 'fɑːð |ə || -|ə˞

 3. The distribution of back vowels is different. Compare:

RP

ɒ lot odd

ɔː thought law north war

ɑː start father

GenAm (Note that there is considerable variation among speakers of General American, and not all

- ɑ: lot odd start father  
 ʊ: thought law (if not a:)  
 ɔ: north war  
 o: variant of ɔ: in force, four

## EXERCISE 72

**KEY** What vowel is used in the following words, in RP and in GenAm? Write each word alongside the correct vowel below, for RP and for GenAm.

**card cord harm lawn thorn wrong**

RP

1. ʊ .....  
 2. ɔ: .....  
 3. ɑ: .....

GenAm

4. ɑ: .....  
 5. ʊ: .....  
 6. ɔ: .....

4. For most Americans, ə and ɪ are not distinct as weak vowels (so that **rabbit** rhymes with **abbot**). For American pronunciation, LPD follows the rule of showing ɪ before palato-alveolar and velar consonants (ʃ ʧ ʒ ʤ k ɡ ŋ), and in prefixes such as **re-**, **e-**, **de-**; but ə elsewhere. Where no separate indication is given for the American pronunciation, it may be assumed that it has ə or ɪ according to this rule.

LPD INTRODUCTION 2.3

## EXERCISE 73

Which weak vowel, ə or ɪ, is used in American pronunciation in the unstressed syllable of the following words? Write the correct vowel. The first two are done for you.

- |            |          |           |           |             |
|------------|----------|-----------|-----------|-------------|
| ɪ          |          |           |           |             |
| 1. cabbage | 3. habit | 5. Lenin  | 7. vanish | 9. carriage |
| ə          |          |           |           |             |
| 2. robin   | 4. panic | 6. wicked | 8. arches |             |

5. The RP diphthongs ɪə, eə are replaced in GenAm by pure vowels.

**appearance** ə 'piər ənts || ə 'piɹ-

**Idea** aɪ 'diə ,aɪ-, ɪ-'diɪə

**various** 'veər iəs || 'ver iəs 'væɹ

In some words, some American speakers do include ə before r; this is shown in the dictionary by ɹ.

**pier** piə || piɹ

**pear** peə || peɹ pæɹ

## EXERCISE 74

**KEY** a. Transcribe the RP and GenAm pronunciations of the following words.

RP                      GenAm

1. **staring**
2. **careful**
3. **dearest**
4. **experience**
5. **variation**
6. **sincerely**



**KEY**

b. Listen to the words on the cassette. For each one, circle the appropriate pronunciation (RP or GenAm) in a. above.

#### 6. T-voicing

In GenAm, t can be voiced when it occurs between vowels, at the end of a syllable e.g. **shutter** 'ʃʌt̚t̚. It may sound identical with d e.g. **shudder** 'ʃʌd̚t̚. (For a fuller account, see LPD note: T-VOICING.)

### EXERCISE 75



In which of these words would the t be voiced in GenAm? Circle the voiced t's. The first one is done for you.

- |              |            |           |              |
|--------------|------------|-----------|--------------|
| 1. wri(t)ing | 3. return  | 5. softer | 7. attack    |
| 2. later     | 4. related | 6. attic  | 8. lightning |

### EXERCISES 76-77

Quizzes on american pronunciations.

#### EXERCISE 76

Odd one out.



Consider the GenAm vowel sound in the stressed syllable in the following groups of words. In each group, one word has a different vowel sound in GenAm from the others. Circle the odd one out.

- rafter rather rock rod
- after class father ghastly
- sordid worthy warden warm

#### EXERCISE 77

Rhymes quiz.

There once was an old English Lord  
Whose views were exceedingly broad.  
He said: 'I don't worry  
How people say "furry".'  
That tolerant old English Lord.



In the following words, find three pairs which rhyme in RP but not in GenAm, and three pairs which can rhyme in GenAm but not in RP. Fill in the table.

**abbot bother clerk court father habit laugh mark nought scarf sorry story**

RP rhymes	GenAm rhymes

#### EXERCISE 78

**AIM: To study the features of american pronunciation in a spoken text.**



The text below is recorded on the cassette, by an American speaker.



Either: Listen to the cassette and transcribe the text. Use the key to check your transcription.  
Or: Transcribe the text as you expect it to be spoken by an American speaker. Then listen to the cassette and/or look at the key and compare what you have written.

The car was a dark blue seven-passenger sedan, a Packard of the latest model, custom-built. It was the kind of car you wear your rope pearls in. It was parked by a fire-hydrant and a dark foreign-looking chauffeur with a face of carved wood was behind the wheel. The interior was upholstered in quilted grey chenille. The Indian put me in the back. Sitting there alone I felt like a high-class corpse, laid out by an undertaker with a lot of good taste.

The Indian got in beside the chauffeur and the car turned in the middle of the block and a cop across the street said: 'Hey,' weakly, as if he didn't mean it, and then bent down quickly to tie his shoe.

We went west, dropped over to Sunset and slid fast and noiseless along that. The Indian sat motionless beside the chauffeur. An occasional whiff of his personality drifted back to me. The driver looked as if he was half asleep but he passed the fast boys in the convertible sedans as though they



were being towed. They turned on all the green lights for him. Some drivers are like that. He never missed one.

It had been a warm afternoon, but the heat was gone. We whipped past a distant cluster of lighted buildings and an endless series of lighted mansions, not too close to the road. We dipped down to skirt a huge green polo field with another equally huge practice field beside it, soared again to the top of a hill and swung mountainward up a steep hill road of clean concrete that passed orange groves, some rich man's pet because this is not orange country, and then little by little the lighted windows of the millionaires' homes were gone and the road narrowed and this was Stillwood Heights.

*Farewell, My Lovely* Raymond Chandler (Penguin edition p. 126)

## 15 Homophones

A number of dictionary entries show a homophone - another word, with a different spelling, which has the same pronunciation.

**write** raɪt (= *right*)

**bear** n, v beə || beə bəə (= *bare*)

### EXERCISE 79

**AIM: To use the dictionary marking of homophones as a quick way of checking whether pairs of words have the same pronunciation.**

In the sentences below, some of the pairs of words underlined have the same pronunciation, and some have different pronunciations. You can check quickly by looking up the first underlined word in each pair. Mark whether the pronunciations are the same (S) or different (D).

1. The government annalist got so depressed studying the annals that he had to go to an analyst for treatment. ..S..
2. A Victorian lady who sat in her parlour and shunned the sun took pride in the pallor of her cheeks. ....
3. I've been on a cruise several times, and the crews have all been very efficient. ....
4. They leant on the door so that their sister couldn't go out until she lent them some money. ....
5. The weather which has been becalming the sailing boats is becoming better. ....
6. The baron ruled over hundreds of acres of barren land. ....
7. The assistant who packed the box left out this packet. ....
8. If the clasp of your brooch is too loose, you could easily lose it. ....
9. There are ten canons at Westchester Cathedral, and ten cannons at Westchester Castle. ....
10. A teacher wouldn't lessen my interest in the subject by giving one tedious lesson. ....

## 16 Abbreviations

Some abbreviations consisting of the initial letters of words are acronyms - the letters are pronounced as if they are a word:

e.g. **SALT** sɔ:lt sɒlt || sɔ:lt sɑ:lt (Strategic Arms Limitation Talks)

In others, the letters are pronounced separately:

e.g. **VIP** ,vi: aɪ 'pi: (very important person)

Some abbreviations are pronounced in both ways:

e.g. **VAT** ,vi: eɪ 'ti: væt (value added tax)

### EXERCISE 80

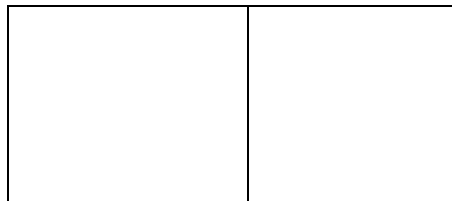
**AIM: To use the dictionary to check the pronunciation of abbreviations.**

The following items are all commonly abbreviated. Use the dictionary to check whether the initial letters are pronounced as an acronym or separately; enter the abbreviation in the correct column. The first two are done for you.

1. General Certificate of Secondary Education
2. General Agreement on Tariffs and Trade
3. Organisation for Economic Cooperation and Development
4. Organisation of Petroleum Exporting Countries

Acronym	Separate letters
GATT gæt	GCSE

5. Trades Union Congress
6. Universities Central Council on Admissions
7. University of California at Los Angeles
8. unilateral declaration of independence
9. United Nations Educational, Scientific and Cultural Organisation



## 17 Names of people and places

Slough  
Come, friendly bombs, and fall on Slough  
It isn't fit for humans now.  
There isn't grass to graze a cow  
Swarm over. Death!

The town satirised in John Betjeman's poem, and the English county in which it is situated, Berkshire, both have pronunciations which are difficult to predict from their spelling. The dictionary contains a large number of names – English names that may present a problem, the English pronunciation of English names which are commonly used in other languages, the English pronunciation of foreign names.

### EXERCISE 81

#### Quiz.

Use the dictionary to help you answer the questions.

1. **Renault** cars are French - how are they pronounced in England, and in the USA?
2. **Frances** is a woman's name: **Francis** is a man's name and a surname. Is the pronunciation the same or different?
3. **Eau-de-cologne** means literally 'water from Cologne' – but is **cologne** pronounced the same way?
4. The University of Essex is at **Norwich**; the University of Kent is at **Canterbury**, and the nearest town to the University of Sussex is **Lewes**. How are the three places pronounced?
5. **Birmingham**, England, and **Birmingham**, Alabama, USA – same or different?
6. **Olive's olives**: - same or different?
7. 'When I tell English people I come from **Valencia**, they don't understand me.' How do they pronounce **Valencia**?
8. Sir Peter **Pears**, the singer, and **Pears** soap - same or different?
9. **London**: 'lʌnd n or 'lʌnd ən?
10. Edward **Lear**, the poet, and Shakespeare's King **Lear** - same or different?
11. 'Yes, I remember **Adlestrop**'  
'I will arise and go now, and go to **Innisfree**'  
'**Albion's** most lovely daughter sat on the banks of the **Mersey** dangling her landing stage in the water'  
These are the first lines of poems by **Edward Thomas**, **W B Yeats**, and **Adrian Henri** respectively. How are the places, and the poets, pronounced?

## 18 Assimilation

1. **Assimilation** is a type of COARTICULATION. It is the alteration of a speech sound to make it more similar to its neighbours.
2. The alveolar consonants t, d, n, when they occur at the end of a word or syllabic, can optionally assimilate to the place of articulation of the consonant at the beginning of the next syllable.

Thus n can become m before p, b, m, as in the examples

**ten men** ˌten 'men → ˌtem 'men

**downbeat** ˈdaʊn bi:t → ˈdaʊm bi:t

Similarly, n can become ŋ before k, g, as in:

**fine grade** ˌfaɪn 'greɪd → ˌfaɪŋ 'greɪd

**incredible** ɪn 'kred əbəl → ɪŋ 'kred əbəl

In the same way d can change to b and g respectively, as in

**red paint** ,red 'peɪnt → ,reb 'peɪnt

**admit** əd 'mɪt → əb 'mɪt

**bad guys** 'bæd gaɪz → 'bæg gaɪz


It is also possible for t to change to p and k respectively, though a more frequent possibility is for t to be realized as a GLOTTAL STOP when followed by another consonant:

**eight boys** ,eɪt 'bɔɪz → ,eɪʔ 'bɔɪz (,eɪp 'bɔɪz)

Where dictionary entries contain alternative pronunciations which are derived by assimilation, they are preceded by →, the symbol for a pronunciation derived by rule.

## EXERCISE 82

**AIM: To predict assimilation of alveolar consonants.**

 The following words, shown with their main pronunciation, all have an alternative derived by assimilation. Write the pronunciation with assimilation.

1. cranberry |y 'kræn bæ-|i →
2. unbalance |e ,ʌn 'bæl əntɪs →
3. input v, n 'ɪn |pʊt →
4. ungrateful |ʌn 'greɪt fəl →
5. record-break |er/s 'rek ɔ:d əbreɪk |ə/z †-əd- →
6. midpoint 'mɪd pɔɪnt →
7. broadcast 'brɔ:d kɔ:st →
8. weedkiller 'wi:d əki:l ə →

5. **Yod coalescence** (or **coalescent assimilation**) is the process which changes t or d plus j into tʃ or dʒ respectively.

6. Within a word, the status of yod coalescence depends on whether the following vowel is strong or weak (see WEAK VOWELS).

– Where the vowel is strong, i.e. u: or ʊə, yod coalescence can frequently be heard in BrE, although it is not considered standard. (In AmE there is usually no j present, so the possibility of assimilation does not arise.)

**tune** tju:n → †tʃu:n

**endure** ɪn 'dʒʊə → †ɪn 'dʒʊə

– Where the vowel is weak, i.e. u or ə, assimilation is usually variable in RP but obligatory in GenAm.



**factual** 'fækt juəl → 'fæktʃuəl

**educate** 'ed ju keɪt -jə- → 'edʒ u keɪt -ə-

LPD note: ASSIMILATION 5 & 6

## EXERCISE 83

**AIM: To identify assimilation when you hear words containing t or d before j.**

  Look at the dictionary entries below, and listen to the words on the cassette. For each entry, circle the pronunciation you hear. The first one is done for you.

- |   |   |
|---|---|
| 1. <b>costume</b> n, adj 'kɒs tʃu:m → (†'kɒs tʃu:m) | 5. <b>amplitude</b> 'æmp lɪ tʃu:d → †-tʃu:d             |
| 2. <b>tube</b> tʃu:b → †tʃu:b                       | 6. <b>reduce</b> rɪ 'dʒu:s → †-'dʒu:s                   |
| 3. <b>mildew</b> 'mɪl dʒu: → †-'dʒu:                | 7. <b>education</b> ,ed ju 'keɪʃ ən ,edʒ u-             |
| 4. <b>adduce</b> ə 'dʒu:s → †-'dʒu:s                | 8. <b>reconstitute</b> ,rɪ: 'kɒnstɪ tɪ  tju:t → †-tʃu:t |

## EXERCISE 84

**AIM: To identify assimilation when you hear it, including assimilation of final consonants influenced by the following word.**



KEY

The following text is recorded on the cassette. Use it as you wish. Three different approaches are suggested.

Suggestion 1. Listen to the cassette, and transcribe the text, paying particular attention to assimilation.

Suggestion 2. Read the text, and predict where assimilation might take place. Underline the sounds you predict. Then listen to the cassette and check how those sounds are pronounced.

Suggestion 3. Listen to the cassette with the text in front of you. Circle the words where you hear assimilation.

He swung round startled. *A knock on his door!* There must be some mistake. Or his ears were playing him tricks. The darkness of the room – for he had not yet switched on the lights – made his seem more plausible. But no – the knock was repeated.

'Come in,' he said in a thin, cracked voice, and cleared his throat. 'Come in!' He moved eagerly towards the door to welcome his visitor, and to turn the lights on at the same time, but collided with a chair and dropped his cigar, which rolled under the table. He dived after it as the door opened. A segment of light from the corridor fell across the floor, but did not reveal the hiding-place of the cigar. A woman's voice said uncertainly, 'Professor Zapp?'

'Yeah, come in. Would you switch the light on, please?'

The lights came on and he heard the woman gasp. 'Where are you?'

'Under here.' He found himself staring at a pair of thick fur-lined boots and the hemline of a shaggy fur coat. To these was added, a moment later, an inverted female face, scarved, red-nosed and apprehensive. 'I'll be right with you,' he said. 'I dropped my cigar somewhere under here.'

*Changing Places* David Lodge (Penguin edition pp. 83-84)

Assimilation is also included in section 19, Pronunciations derived by rule, on pages 78-79. There is further discussion of assimilation in the note ASSIMILATION in LPD.

## 19 Pronunciations derived by rule

The symbol → shows that an alternative pronunciation is the result of a general rule which affects not just this word but a whole range of words and phrases in the language. The dictionary only shows the results of such rules when they operate within the word, independently of surrounding words.

Examples:

**question** 'kwes tʃən → 'kwɛʃ–,

Assimilation of the s, anticipating the following tʃ, produces 'kwɛʃ tʃən

**newspaper** 'njuːz ˌpeɪp ə

Assimilation: the z ofnjuːz is devoiced, anticipating the following unvoiced p. (This pronunciation is now standard).

**handbag** 'hænd bæg → 'hæm–

Elision: 'hænd bæg becomes 'hæn bæg

+ assimilation: 'hæn bæg becomes 'hæm bæg

**cold** kəʊld → kɒld

Some varieties of RP use the special allophone ɒʊ before l in the same syllable.

**include** ɪn 'kluːd → ɪŋ–

Anticipatory dental/alveolar assimilation of the n- anticipating the following k. produces ɲk 'klɪrd.

**induce** ɪn 'djuːs → ɪ–'dʒuːs

Assimilation: coalescence of d and j to form dʒ.

## EXERCISE 85

**AIM: To identify rules affecting alternative pronunciations.**



The dictionary entries below all include an alternative pronunciation derived by rule from the main pronunciation. In each case, state what rule is involved, as in the examples on page 80.

1. **refinement** rɪ 'faɪn mənt rə–, ɪ'riː–, → –'faɪm–

2. **patrol** pə'trəʊl → -'trəʊl
3. **tempestuous** tem 'pes tʃuəs təm-, → -'peʃ-;
4. **cardboard** 'kɑ:d bɔ:d → 'kɑ:b-
5. **institution** ,ɪnstɪ 'tʃu:ʃ ən -ə-, → †-'tʃu:ʃ-
6. **handgun** 'hænd'gʌn → 'hæŋ-
7. **enfold** ɪn 'fəʊld en-, ən-, → -'fəʊld
8. **Wibsey** 'wɪb si -zi -*The place in WYks is locally also* → 'wɪp si
9. **tune** 'tju:n → †'tʃu:n
10. **landmark** 'lænd mɑ:k → 'læm-




## 20 Incorrect pronunciations

—For a few words, LPD includes a pronunciation variant that is not considered standard. Although generally seen as incorrect, these variants are included because of the fact that they are in widespread use. They are marked with the special sign Δ.

LPD INTRODUCTION 2.2

### EXERCISE 86

**AIM:** To use the dictionary to check whether pronunciations are considered incorrect.

-  a. Listen to the text below, being read by an aspiring newsreader. Transcribe the whole text, if you wish.
-  b. Twelve words are pronounced in a way which is not the main pronunciation. Underline what you think are the twelve words. Transcribe the pronunciation of these words, as you heard it. Compare your version with the Key.
-  c. Use the dictionary to check the status of these pronunciations: are they alternative, regional, or 'incorrect' pronunciations? Complete the table.

#### INTERNATIONAL RADIO NEWS CORPORATION TEST PIECE FOR APPLICANTS FOR POSTS AS NEWSREADERS

Several London papers claimed today that a burglary had taken place at Buckingham Palace. A spokesperson refused to confirm whether or not anything had been stolen.

A nuclear power station in Bangor, North Wales, has been closed down, while maintenance work is carried out. Asphalt on the roof of the main reactor building has cracked, and accumulated debris needs to be removed. A local pressure group claim that increased incidence of migraine in the area is due to radiation escaping through the cracks. The management of the plant reject this as a mischievous attempt to cause alarm.

And now here is the latest weather forecast from the Meteorological Office ...

Word	Pronunciation on cassette	Alternative, regional, or 'incorrect'?	Recommended pronunciation
burglary	bɜ:g əl ri	<i>incorrect</i>	bɜ:g lər i

## 21 Combining forms

1 Many learned words are composed of **combining forms** derived from Greek or Latin. These words consist of a first element and a second element. For example, **micro-** plus **-scopic** gives **microscopic**. LPD contains entries for these separate elements, which makes it possible to work out the pronunciation of many unlisted rare or new words.

2 Most combining form **suffixes** (= second elements) are **stress-neutral** (= they preserve the location of stresses in the first element). Others are **stress-imposing** (= they cause the main stress to fall on a particular syllable of the first element).

3 A first element usually has two different pronunciations, one used with stress-neutral suffixes, the

other with stress-imposing suffixes. For the pronunciation of the whole word, the pronunciation for the suffix must be combined with the appropriate pronunciation for the first element.

4 The mark ' in the pronunciation of a first element means a stress. This will be a secondary stress (,) if the suffix includes a main stress. If not, it will be a main stress (').

For example, take the first element **cata-**. With a stress-neutral suffix, it is pronounced ,kæt ə. Combining this with **-graphic** 'græf ɪk we get **catagraphic** ,kæt ə 'græf ɪk. Combining it with **-phyte** we get **cataphyte** 'kæt ə faɪt.

5 With a stress-imposing suffix, **cata-** is pronounced kə 'tæː. (The sign ː is a reminder that this syllable is incomplete and must attract at least one consonant from the suffix.) Combining **cata-** with **-logy** lədʒ i (stress-imposing), we get **catalogy** kə 'tæl ədʒ i.

The words **catagraphic**, **cataphyte**, **catalogy** probably do not exist. But an author could easily invent them. If they were to be used, this is how they would be pronounced.

## EXERCISE 87

**AIM: To understand dictionary entries on combining forms.**

Study the entries below for first elements and suffixes.

First elements	Suffixes
<b>caco-</b> <i>comb. form</i> <i>with stress-neutral suffix</i> ,kæk əv    -ə – <b>cacographic</b> ,kæk əv 'græf ɪk ◀    -ə- <i>with stress-imposing suffix</i> kə 'kɒː kə-    kə 'kɑːː – <b>cacography</b> kə 'kɒg rəf ɪ kə-    -'kɑːg-	<b>-gamy</b> <i>stress-imposing</i> gəm i
<b>cardio-</b> <i>comb. form</i> <i>with stress-neutral suffix</i> ,kɑːd i əv    ,kɑːd i əv ə – <b>cardiomyopathy</b> ,kɑːd i əv maɪ 'bɒ əθ i    ,kɑːd i əv maɪ 'aɪp- <i>with stress-imposing suffix</i> ,kɑːd i 'bɒː    ,kɑːd i 'aɪː – <b>cartography</b> ,kɑːd i 'bɒg rəf i ,kɑːd i 'aɪg-	<b>-genous</b> <i>stress-imposing</i> dʒən əs –
<b>endo-</b> <i>comb. form</i> <i>with stress-neutral suffix</i> ,end əv    ,end ə – <b>endocranial</b> ,end əv 'kreɪn i əl ◀ -ə- <i>with stress-imposing suffix</i> en 'dɒː    en 'daːː – <b>endogenous</b> en 'dɒdʒ ən əs -ɪn-    -'daːdʒ-	<b>-gram</b> græm
<b>mono-</b> <i>comb. form</i> <i>with stress-neutral suffix</i> ,mɒn əv    ,maːn ə -əv, but before a vowel always -əv    -əv – <b>monochord</b> 'mɒn əv kɔːd    ,maːn ə kɔːd – <b>monoacidic</b> ,mɒn əv ə 'sɪd ɪk ◀ -æ'-    ,maːn əv - <i>with stress-imposing suffix</i> mə 'nɒː mɒ-    mə 'naːː maɪ- – <b>monology</b> mə 'nɒl ədʒ i mɒ-    mə 'naːl- maɪ-	<b>-graphic</b> 'græf ɪk
<b>octa-</b> <i>comb. form</i> <i>with stress-neutral suffix</i> ,ɒkt ə    ,aːkt ə – <b>octachord</b> 'ɒkt ə kɔːd    ,aːkt ə kɔːd <i>with stress-imposing suffix</i> ɒk 'tæː    aːk 'tæː – <b>octameter</b> ɒk 'tæm ɪt ə -ət-    aːk 'tæm ət ər	<b>-gonal</b> <i>stress-imposing</i> gən əl
<b>poly-</b> <i>comb. form</i> <i>with stress-neutral suffix</i> ,pɒl i    ,paːl i -but in certain more familiar words, before a consonant, also ,pɒl ə    ,paːl ə – <b>polygenesis</b> ,pɒl i 'dʒen əs ɪs -ɪs ɪs, †-əs    ,paːl - <i>with stress-imposing suffix</i> pə ,lɪː pɒ-	<b>-phony</b> <i>stress-imposing</i> fən i

– <b>polyphagous</b> pə 'lɪf əg əs pɒ–	
--	--



**KEY**

The following words combine elements shown above. Write the pronunciation of each word. (If you already know the pronunciation, look to see how the information is conveyed in the dictionary entries. If you are not sure of the pronunciation, work it out from the entries. Then you can check the transcription in the key, and listen to the pronunciations on the cassette.)

- |                        |                    |
|------------------------|--------------------|
| 1. cacophony .....     | 4. monogram .....  |
| 2. cardiographic ..... | 5. octagonal ..... |
| 3. endogenous .....    | 6. polygamy .....  |

### EXERCISE 88



**KEY** **AIM:** To use dictionary entries to predict pronunciation of unfamiliar words.

Many other words can be formed by combining the elements shown in exercise 1. Some will be familiar, others will be unfamiliar either because you haven't met them before or because you have just created them. Devise ten words that are unfamiliar to you, and work out how they would be pronounced.

e.g. **endographic** ,end əu 'græf ɪk

## KEY

### EXERCISE 1

a. 5 b. 12 c. 4 d. 17 e. 18 f. 20 g. 6 h. 3 i. 16 j. 13

### EXERCISE 2

1. creator 2. yet 7. below 8. surgeon 9. arrange 10. heart, hart 11. drug 14. avid 15. choice 19. wretched

### EXERCISE 3

1. B ice 2. A ankle 3. B soul 4. A breathe 5. A avoid 6. B thing 7. B poses 8. B vine 9. A louvre 10. B feelings

### EXERCISE 4

1. A aɪz 2. B 'ʌŋkəl 3. A sɔɪl 4. A breθ 5. B ɪ'veɪd 6. A θɪn 7. A pə 'zes 8. A veɪn 9. B 'lʌ ə 10. A 'fɪl ɪŋz

### EXERCISE 5

1. i 2. o 3. c 4. g 5. n 6. l 7. d 8. h

### EXERCISE 6

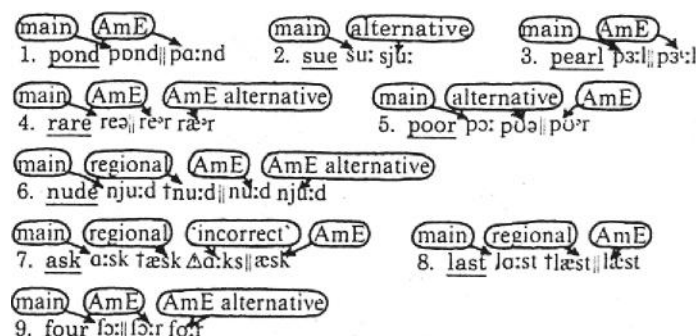
a. leather b. washing e. catcher f. loose j. age k. olive m. concord p. ledger

### EXERCISE 7

3D – but S in American 4S 5D 6D 7S 8D 9D 10S 11D 12D (but can be S in American)

### EXERCISE 8

a. 19 b. 12 c. 4 d. 11 e. 2 f. 9 g. 6 h. 17 i. 15 j. 14



### EXERCISE 9

### EXERCISE 10

	Main pron
6. match	mætʃ
7. ballad	'bæl əd
8. mead	miːd

	Main pron	Alternative pron
9. lewd	luːd	ljuːd
10. suit	suːt	sjuːt

	Main pron	AmE pron
18. mark	mɑːk	mɑːrk
19. dot	dɒt	dɑːt
20. herb	hɜːb	ɜːb
21. part	pɑːt	pɑːrt



	Main pron	Regional pron	AmE pron
22.bath 23.past	ba:θ pa:st	bæθ pæst	bæθ pæst

	Main pron	AmE pron	Alternative AmE pron
24.mayor 25.broad 26.ballet 27.bare	meə brɔ:d 'bæleɪ beə	meɪər brɒ:d bæ'leɪ beər	meər bra:d 'bæleɪ bəər

	Main pron	Regional pron	AmE pron	Alternative AmE pron
28.new 29.tube	nju: tju:b	nu: tʃu:b	nu: tu:b	nju: tju:b

### EXERCISE 11

	Transcription	Which pron?	English or American?
Speaker 2: tour part poor Speaker 3: rare new suit ballet Speaker 4: Tube last four	tɔ: pɑ:t pɔ:  rær nu: su:t bæ 'leɪ  tʃu:b læst fɔ:	alternative main main  AmE alternative AmE or regional main AmE  regional regional or AmE main	English    American   English, with a regional accent

### EXERCISE 12

'Beautiful' – there are twelve pronunciations shown.

### EXERCISE 16

2. **opposite** ɒp əz ɪt -əs-, ɪ-ət||a:ɪp- ...'ɒp əs ɪt.....
3. **substantial** səb'stænʃəl ɪsʌb-, -'stɑ:nʃ- ...səb 'stɑ:nʃ əl.....
4. **transistor** træn 'zɪst ə trɑ:n-, ɪtrən-, -'sɪst ...trən 'zɪst ə.....
5. **decisive** dɪ'saɪs ɪv də-, ɪdɪz-, -'saɪz- ...də 'saɪz ɪv.....
6. **exasperate** ɪg' zæsp ə reɪt eg-, əg-, ɪk-, ek-, ək-, -'zɑ:sp- ...ɪk 'zɑ:sp ə reɪt.....

### EXERCISE 17

1. ,æb ər 'di:z
2. ə ,kæd ə 'mɪf ən, ,æk əd ə 'mɪf ən, ə ,kæd ɪ 'mɪf ən, ,æk əd ɪ 'mɪf ən, ə ,kæd e 'mɪf ən, æk əd e 'mɪf ən
3. ,æd ɪs 'æb əb ə
4. ,mæn ədʒ ə 'res
5. ,mɪs ɹep rɪz zen 'teɪf ən

### EXERCISE 18

1. Yes, there is an alternative pronunciation of the middle syllable of **exorcise**, giving 'eks ə saɪz.
2. Two British, and two American: mə 'dʒɔr ət i mə 'dʒɔr ɪt i||mə 'dʒɔ:r ət i mə 'dʒɔ:r ət i
3. No.
4. FALSE. There is an alternative pronunciation: ə'prɪz i ɛɪt.

5. TRUE: **acotyledon** ,eɪ ˌkɒt ɪ 'liːdən ,ə ˌkɒt-, -ə-. The alternatives circled can be combined to give ə ˌkɒt ə 'liːd ən.

### EXERCISE 19

1. **reassessment** ,riːʃə'ses mənt 2. **reassigned** ,riːʃə'saɪnd 3. **reassuring** ,riːʃə 'ʃʊrɪŋ 4. **reawakens** ,riːʃə weɪk ənz

### EXERCISE 20

1. 'mɑːrk æt əd 2. 'kaɪnd li nəʃ 3. 'juːs læs li 4. TRUE 5. 'eɪdʒ ənz ɪz

### EXERCISE 21

	Main	Alternative	Regional	AmE	AmE alternative
3. Aberdaron	ˌæb ə'dær ən			ˌæb ər'dær ən	ˌæb ər'dær ən
4. ballroom	'bɔːl ruːm	'bɔːl rum			
5. behave	bɪ 'heɪv	bə 'heɪv	biː 'heɪv		
6. economics	ˌiːk ə 'nɒm ɪks	ˌek ə 'nɒm ɪks		ˌiːk ə 'nɑːm ɪks	ˌek ə 'nɑːm ɪks
7. managing	'mæn ɪdʒ ɪŋ	'mæn ədʒ ɪŋ			
8. target	'tɑːg ɪt		'tɑːg ət	'tɑːrg ət	

### EXERCISE 22

	Main	Alternative	Regional	'Incorrect'	AmE	AmE alternative
3. Buckingham	'bʌk ɪŋ əm		'bʌk ɪŋ həm	'bʌk ən əm		
4. dancing	'dɑːn's ɪŋ		'dæn's ɪŋ		'dæn's ɪŋ	
5. mistake	mɪ 'steɪk	mə 'steɪk				
6. Saturday	'sæt ə deɪ	'sæt ə di		'sæt di	'sæt ər deɪ	'sæt ər di
7. tariff	'tær ɪf		'tær əf		'ter ɪf	'ter əf
8. trauma	'trɔːm ə	'traʊm ə			'traʊm ə	'trɒːm ə

### EXERCISE 23B

	<i>in full</i>	<i>with elision</i>
1. <b>French</b>	frentʃ	(frenʃ)
2. <b>plunge</b>	(plʌndʒ)	plʌŋʒ
3. <b>stamped</b>	stæmpt	(stæmt)
4. <b>tangerine</b>	ˌtændʒ ə 'riːm	(ˌtæŋʒ ə 'riːm)
5. <b>tasteful</b>	('teɪst fʊl)	'teɪs fʊl
6. <b>kindness</b>	'kaɪnd nəʃ	('kaɪn nəʃ)
7. <b>awaken</b>	(ə 'weɪk ən)	ə 'weɪk n

### EXERCISE 24

2. E 3. E 4. F 5. F 6. E

### EXERCISE 25

	<i>in full</i>	<i>with elision</i>
1. <b>pinch</b>	pɪntʃ	pɪnʃ
2. <b>bandstand</b>	'bænd stænd	'bæn stænd
3. <b>camped</b>	kæmpt	kæmt
4. <b>wistful</b>	'wɪst fʊl	'wɪs fʊl
5. <b>softness</b>	'sɒft nəʃ	'sɒf nəʃ
6. <b>textbook</b>	'tekst bʊk	'teks bʊk

### EXERCISE 26

softly, lounge, firstly, wasteful

## EXERCISE 27

3. 'dist ənts 4. mɪnts 5. 'traɪ ʌmpf 6. ə 'kweɪnt ənts 7. 'kʌmf ət 8. 'empf ə sɪs 9. ə 'sɪst əns 10. səb 'stæntʃl

## EXERCISE 28

KEY A:

A: I've just had my lounge decorated. It hadn't been done since I moved in.

B: What colour is it?

A: It's called French Blush.

B: Very tasteful, I'm sure, but it doesn't convey anything.

A: Well, on the chart it looked lovely - a sort of pale tangerine colour.

B: That sounds nice. The lounge faces north, doesn't it, and a tangerine glow would take away the coldness.

A: That's just what I thought: elegant but comfortable. But actually it's more like orange. It's cheerful - but not very restful.

KEY B:

A: aɪv (dʒʌs) hæd maɪ (laʊnz) dek ə reɪt ɪd||ɪt hæd nt bi:n dʌn sɪns aɪ mu:vd ɪn

B: wɒt kʌl ər ɪz ɪt

A: ɪts kɔ:ld (frenʃ) blʌʃ

B: veri teɪst fʊl aɪm ʃɔ: ||bæt ɪt dʌz nt kən veɪ en i θɪŋ

A: wel θn ðə tʃa:ɪt ɪt (lʊk) lʌv li||ə sɔ:ɪt əv peɪl (tænz ər i:n) kʌl ə

B: ðæt saʊndz naɪs||ðə laʊndʒ feɪs ɪz nɔ:θ (dʌz n) ɪt||ənd ə tændʒ ər i:n gləʊ wʊd teɪk ə weɪ ðə kəʊld nəs

A: ðæts (dʒʌs) wɒt aɪ θɔ:ɪt||el ɪ gənt bæt (kʌmpft əb l)||bæt æk tʃu əl i ɪts mɔ: laɪk ɒr ɪndʒ||ɪts tʃɪə fʊl||bæt nɒt veri (res fʊl)

## EXERCISE 29B

	<i>syllabic consonant</i>	<i>vowel + consonant</i>
1. <b>suddenly</b>	('sʌd n li)	'sʌd ən li
2. <b>Britain</b>	'brɪt n	('brɪt ən)
3. <b>frightening</b>	'fraɪt n ɪŋ	('fraɪt ən ɪŋ)
4. <b>hidden</b>	('hɪd n)	'hɪd ən
5. <b>medal</b>	'med l	('med əl)
6. <b>needlework</b>	('ni:ɪd l wɜ:k)	'ni:ɪd əl wɜ:k
7. <b>cattle</b>	'kæt l	('kæt əl)
8. <b>petals</b>	'pet lz	('pet əlz)
9. <b>panel</b>	('pæn l)	'pæn əl
10. <b>softener</b>	'sɒf n ə	('sɒf ən ə)
11. <b>station</b>	'steɪ ʃn	('steɪ ʃən)
12. <b>fastened</b>	('fa:ɪs nd)	'fa:ɪs ənd

## EXERCISE 30

KEY A

GOLDEN OLDIES – the most popular songs chosen by radio listeners:

The Battle of New Orleans

Wooden Heart

Beautiful Dreamer

I Beg your Pardon (I never promised you a rose garden)

The Tunnel of Love

Sentimental Journey

Suddenly it's Spring

Congratulations

KEY B:

'gəʊld ən, 'tʃəʊz ən, 'lɪs n əz, 'bæt l, 'wʊd ən, 'bjʊɪt ɪ fəl, 'pɑ:ɪd n, 'gɑ:ɪd n, 'tʌn əl, ,sent ɪ 'ment l, 'sʌd n li,

kən ,grætf u 'leɪf ənz

### EXERCISE 31

1. 'æb sənt 2. 'bek ən 3. 'kʌr ənt 4. 'saɪk l 5. 'pæm əl ə 6. 'pær ə gən 7. 'sɜ:v nt 8. 'sɪm əl ə 9. 'træv l ə 10. 'veɪk ənt

### EXERCISE 32

With three syllables: 'bæt l ɪŋ (recommended pronunciation),

and also: 'bæt əl ɪŋ

With two syllables: 'bæt lɪŋ

### EXERCISE 33

3. flattening .2.. 4. sprinkling .3.. 5. cycling .3. 6. reckoning .2.. 7. threatening .3.. 8. trickling .2..

### EXERCISE 34

1. 'mæd n ɪŋ 2. 'bæt lɪŋ 3. 'flæt nɪŋ 4. 'sprɪŋk l ɪŋ 5. 'saɪk l ɪŋ 6. 'rek nɪŋ 7. 'θret n ɪŋ 8. 'trɪk lɪŋ

### EXERCISE 35

Words with no compression: always three syllables e.g. <u>finally</u> 'faɪn əl i	Words with compression: can be two syllables e.g. <u>traveller</u> 'træv əl ə
'gləʊb əl i 'nɔ:m əl i 'sʌm ər aɪz 'təʊt əl i 'tʌn əl ɪŋ	'keəf li 'leŋθ nɪŋ 'nɜ:s ri 'sɑ:mp lɪŋ

### EXERCISE 36B

	<i>full</i>	<i>with compression</i>
1. <b>obvious</b> 'ɒb vi əs	('ɒb vi əs)	'ɒb vjəs
2. <b>bicentennial</b> ,baɪ sen 'ten i əl	(,baɪ sen 'ten l əl)	,baɪ sen 'ten jəl
3. <b>studious</b> 'stju:d i əs	'stju:d l əs	('stju:d jəs)
4. <b>usual</b> 'ju:z u əl	'ju:z u əl	('ju:z wəl)
5. <b>material</b> mə 'tɪər i əl	mə 'tɪər l əl	(mə 'tɪər jəl)
6. <b>diagram</b> 'daɪ ə græm	('daɪ ə græm)	'daə græm

### EXERCISE 37

3. C 4. F 5. C 6. C 7. F 8. C 9. F

### EXERCISE 38

8 words with syllabic consonants: haven't, reputable, rotten, label, Revolution, celebration, classical, education.

2 words with compression involving a consonant: company, anniversary.

5 words with compression involving vowels: flowered, biennial, biannual, obviously, bicentennial.

A: ði:z plɑ:nts hæv nt flaəd ət ɔ:l ðɪs jɪə aɪ bɔ:t ðəm frəm ə rep jə təb l kʌmp ni||bæt aɪ θɪŋk ðeɪ mʌs bi rɒt n

B: ðɪs leɪb l sez ðeə baɪ en jelz

A: səʊ ðeɪ ɔ:t tə flau ə twaɪs ə jɪə

B: nəʊ ðəʊz ə baɪ æn julz||baɪ en jel plɑ:nts əʊn li flau ə ev ri lð ə jɪə||jɔ: plɑ:nts ɒb vjəs ly aɪnt flau ə rɪ bɪ kɒz ðɪs ɪs ðə fɜ:f jɪə

A: aɪ θɔ:t ə baɪ en jel wəz ə ɔ:t əv tu: hʌndr əd jɪər æ n i vɜ:s ri||nəɪn ti:n eɪt i nəɪn wəz ðə baɪ en jel əv ðə frenʃ rev ə lu:f n||ən ðə wəz ə greɪt sel i breɪf n ɪn pæ rɪs

B: nəʊ jɔ: θɪŋk ɪŋ əv baɪ sen ten jel

A: əʊ ði əd vɑːnt ɪdʒ ɪz əv ə klæs ɪk l ed ju keɪf n

### EXERCISE 39

2. es'cort 3. 'survey 4. con'vert 5. 'contest 6. 'insult

### EXERCISE 40

contrast, reject, present, transport

### EXERCISE 42

KEY A: choose from these words: content, contract, desert, extract, minute, object, refuse

KEY B: 2. refuse	rɪf 'juːz	'ref juːs
3. contract	kən 'trækt	'kɒn trækt
4. content	kən 'tent	'kɒn tent
5. extract	ɪk 'strækt	'ek strækt
6. object	əb 'jekt	'ɒb jekt
7. minute	mɪn 'njuːt	'mɪn ɪt
8. desert	dɪ 'zɜːt	'dez ət

### EXERCISE 43

2. break-in 3. comeback 4. walkout 5. flashback 6. downpour 7. breakdown 8. countdown 9. lift-off 10. outlay

### EXERCISE 44

ar'rest 'vagabond 'anyone i'magining 'notice dis'parity be'tween 'accent 'later dis'covered 'never 'happened 'instantly 'everyone's de'meanour a'bruptly 'hawker 'barrow up'set be'fore 'noticed 'atitute 'women 'varies 'badly 'shudder a'way 'movement dis'gust 'powerful 'difficult 'genuinely de'graded ir'rational 'prison

### EXERCISE 45

2. ə 'dʒend ə 3. 'æg rə veɪt 4. 'eɪ dʒənt 5. ə 'gres ɪv 6. 'æg rəʊ 7. ə 'gluːt ɪn ət ɪv 8. 'ædʒ aɪl 9. ə 'grænd ɪz mənt

### EXERCISE 46

1. ,anni'versary 2. ,defi'nition 3. ,epicu'rean 4. ,medi'ocrity 5. ,meta'physical 6. ,mortifi'cation 7. ,procla'mation 8. re,gene'ration 9. ,vale'diction

#### The Metaphysical Poets

##### A selection of poems

Mediocrity in love rejected	Thomas Carew
A Valediction: forbidding mourning	John Donne
The Anniversary	John Donne
An Ode upon his Majestie's Proclamation	Sir Richard Fanshawe
An Epicurean Ode	John Hail
Mortification	George Herbert
The Definition of Love	Ancirew Marvell
Regeneration	Henry Vaughan

### EXERCISE 48

2. 'octoːsyllable 3. re'visionːism 4. 'careːtaker 5. 'castaːway 6. 'underːcarriage 7. 'upːbringing 8. ob'structionːism 9. 'officeːholder 10. e'stateːagent 11. 'recordːlibrary 12. 'Oedipusːcomplex 13. un'certaintyːprinciple

### EXERCISE 50

2. ,inter.conti'nental 3. ,sado.maso'chistic 4. ,vale.tudi'narian 5. Re,ceived proːnunci'ation 6. ,coːef.ficient of' friction 7. ,occuːpational 'therapy

### EXERCISE 51

1. ty'rannicide 2. ,indi'visi'bility 3. ,sacri'ficial 4. 'care.aker 5. 'liberator 6. ,ado'lescence 7. 'sacrosanct 8. ,intel'lectual 9. ,uncon'vention'alinity 10. 'capital.ism

### EXERCISE 54

2. a ,large-scale 'map 3. ,open-heart 'surgery 4. a ,laid-back 'personality 5. a ,left-handed po'tato-peeler 6. a ,misspelt 'letter 7. a ,misspent 'youth

### EXERCISE 55

- 1a. ,audio-'visual      b. ,audio-.visual 'aids  
2a. ,auto'matic      b. ,auto.atic 'pilot  
3a. ,occu'pational      b. ,occu.pational 'therapy  
4a. ,ope'rational      b. ,ope.rational re'search  
5a. ,radio'active      b. ,radio.ative de'cay

### EXERCISE 56

(suggested versions: others are possible)

2. the sun at midday  
3. an agent who works undercover  
4. income which is unearned  
5. a man who is middle-aged  
6. railings made of cast-iron  
7. a kid who is crazy and mixed-up

### EXERCISE 59

Early stress e.g. 'picture frame	Late stress e.g. ,central 'heating
Spanish lessons evening classes Community Centre study group driving instructor grammar book	Monday evenings English teacher Spanish accent civil engineer driving ambition South America

### EXERCISE 60

- 1a. an 'English .teacher      b. an ,English 'teacher  
2a. a 'darkroom      b. a ,dark 'room  
3a. a 'blackboard      b. a ,black 'board  
4a. a 'glass shelf      b. a ,glass 'shelf

### EXERCISE 61

**Late stress:** rubber duck, apple pie, cheese sauce, jam sandwich, peach brandy, salt beef.

**Early stress:** rubber plant, apple blossom, cheese grater, jam jar, peach stone, salt cellar

### EXERCISE 62

Early stress: - written as one word: 'Knightsbridge, 'Moorgate

- with street: 'Baker Street, 'Bond Street

Late stress: ,Tower 'Hill, ,Charing 'Cross, ,Leicester 'Square, ,Piccadilly 'Circus, ,Marble 'Arch, ,Tottenham .Court 'Road, ,Oxford 'Circus

### EXERCISE 64B

1. absolute 'æb sə lu:t (,■■'■) 2. backgammon ('bæk .gæm ən) ■'■■ 3. backpedal ,bæk 'ped əl (■.■■) 4. caviar ('kæv i a:) ,■■'■ 5. cigarette (,sɪg ə 'ret) '■■■ 6. manageress ,mæn ɪdʒ ə 'res ('■■■■) 7. submarine 'sʌb mə ri:n (,■■'■) 8. (,Adam's 'apple) '■■.■■ 9. ice 'cream ('■■) 10. (,radio a'larm) '■■■ ■.■

### EXERCISE 65C

(M)/A

M/A

1. Is 'value 'added tax charged on 'video-cas.settes?  
(M)/A M/(A) M/(A)
2. My neighbour is a 'vio'linist. She plays a 'violin made in the 'Virgin 'Islands.  
(M)/A
3. Old leather books can be preserved by treating the surface with 'vaseline, and wrapping them in  
(M)/A  
'velve'teen.  
(M)/A
4. I was once offered a job doing a 'voice. over for a television advertisement. The pay was  
M/(A)  
marvellous, but I developed an infection of the 'vocal cords and couldn't do it.  
M/(A)
5. 'Who said that the only meaningful statements are those which are 'veri'fiable by sense  
(M)/A  
experience?' 'It sounds like 'Vol'taire.'

### EXERCISE 66C

2. applicable	ə 'plɪk əb l	M
3. primarily	praɪ 'mer əl i	A
4. subsidence	səb 'saɪd əs	M
5. decade	dɪ 'keɪd	A
6. communal	'kɒm jʊn l	M
7. harass	'hær əs	M
8. controversy	kən 'trɒv əs i	A
9. clandestine	klæn 'dest ɪn	M
10. contributed	kən 'trɪb jʊt ɪd	M

### EXERCISE 67

- a.
2. in'form ,infor'mation Yes
3. ,enter'tain ,enter'tainment No
4. e'lectric e,lec'tricity Yes
5. 'careless 'carelessness No
- b.
1. 'plenty 'plentiful No
2. 'photograph ,photo'graphic Yes
3. 'beauty 'beautiful No
4. 'value 'valuable No
5. Ja'pan ,Japa'nese Yes

### EXERCISE 68

a.			
	'launder	,launde'rette	3. S
B.	'comfort	'comfortable	1. SN
	'period	,peri'odical	2. SI
	'punctual	,punctu'alidity	2. SI
C.	wide	'widen	1. SN
	'mountain	,mountai'neer	3. S

	ci'gar	,ciga'rette	3. S
D.	e'conomy	,eco'nomiC	2. SI
	'sympathy	'sympathise	1. SN
	'punish	'punishment	1. SN
E.	'picture	,pictu'resque	3. S
	'proverb	pro'verbial	2. SI

b.

Stress-neutral	Stress-imposing	Stressed
-ous	-ic	-ese
-able	-ical	-ette
-en	-ity	-eer
-ise	-ial	-esque
-ment		

### EXERCISE 70

1. stɜː 2. θɜːd 3. 'liːd r 4. 'laɪdʒ r 5. baɪrn

### EXERCISE 71

1. kræft 2. flæsk 3. 'læft r 4. bə'næn ə 5. pæst

### EXERCISE 72

RP 1. ɒ wrong GenAm 4. ɑː card, wrong, harm  
 2. ɔː cord, lawn, thorn 5. ɒː lawn  
 3. ɑː card, harm 6. ɔː cord, thorn

### EXERCISE 73

1. ɪ cabbage 2. ə robin 3. ɑ habit 4. ɐ panic 5. ɐ Lenin 6. ɐ wicked 7. ɪ vanish 8. ɐ arches 9. ɪ carriage

### EXERCISE 74

a.

	RP	GenAm
1. staring	'steər ɪŋ	'ster ɪŋ
2. careful	'keəf l	'kerf l
3. dearest	'diər ɪst	'dɪr ɪst
4. experience	ɪk 'spɪər i əns	ɪk 'spɪr i əns
5. variation	,veər i 'eɪf n	,ver i 'eɪf n
6. sincerely	sɪn 'sɪə li	sɪn 'sɪr li

b.

	RP	GenAm
1. staring	'steər ɪŋ	('ster ɪŋ)
2. careful	('keəf l)	'kerf l
3. dearest	'diər ɪst	('dɪr ɪst)
4. experience	ɪk 'spɪər i əns	(ɪk 'spɪr i əns)
5. variation	(,veər i 'eɪf n)	,ver i 'eɪf n
6. sincerely	sɪn 'sɪə li	(sɪn 'sɪr li)

### EXERCISE 75

1. wri(t)ing 2. la(t)er 3. return 4. rela(t)ed 5. softer 6. a(tt)ic 7. attack 8. lightning  
 t is not voiced in 'return' and 'attack' because the t is not at the end of a syllable.  
 t is not voiced in 'softer' and 'lightning' because the t is not between vowels.

### EXERCISE 76

1. (rafter) rather rock rod



2. after class (father) ghastly

3. sordid (worthy) warden warm

### EXERCISE 77

RP rhymes	GenAm rhymes
nought court	bother father
clerk mark	abbot habit
laugh scarf	sorry story

### EXERCISE 78

ðə 'kɑ: wəz ə 'dɑ:rk 'blu: 'sev n 'pæs ndʒ r sɪ 'dæn ə 'pæk rd əv ðə 'leɪt əs 'maɪd l 'kɒst əm 'bɪlt ɪt wəz ðə 'kɑ:nd əv kɑ:r jə 'wer jə 'roup 'p l z ɪn||ɪt wəz 'pɑ:rk t baɪ ə 'faɪr ˌhaɪdr ənt ən ə 'dɑ:rk 'fɔ:r ən 'lʊk ɪn ʃou 'f wəð ə 'feɪs əv 'kɑ:rvd 'wud wəz bɪ 'haɪnd ðə 'hwi:l||ði ɪn 'tɪr i r wəz ə 'poult rd ɪn 'kwɪlt əd 'greɪ ʃə 'ni:l||ði ɪnd i ən 'pʊt mi ən ðə 'bæk||sɪt ɪn ðər ə 'lou n aɪ 'felt laɪk ə 'haɪ klæs 'kɔ:rs 'leɪd 'aʊt baɪ ən 'lɑ:nd r teɪk r wəð ə 'lɑ:t əv 'gʊd 'teɪst||

ði ɪnd i ən 'gɑ:t ɪn bɪ 'saɪd ðə ʃou 'f ən ðə 'kɑ:r 't nd ɪn ðə 'mɪd l əv ðə 'blɑ:k ən ə 'kɑ:p ə 'kro:s ðə 'stri:t sed 'heɪ 'wɪk li əz 'ɪf i 'dɪd n 'mɪ:n ət ən 'ðen 'bent 'daʊn 'kwɪk li tə 'taɪ ɪz 'ʃu:||

wɪ 'went 'west 'draɪpt 'ou v r tə 'sɒn set ən slɪd 'fæst ən 'nɔ:z ləs ə 'lɔ:ŋ 'ðæt||ði ɪnd i ən 'sæt 'mouf n ləs bɪ 'saɪd ðə ʃou 'f ||ən ə 'keɪz nəl 'hwɪf əv hɪz 'p s n 'æl ət i 'drɪft əd 'bæk tə mi||ðə 'draɪv r 'lʊkt əz əf hɪ wəz 'hæf ə 'sli:p bɛt i 'pæst ðə 'fæst bɔ:z ɪn ðə kən 'v t əb l sɪ 'dænz əz 'ðou ðəɪ wr 'bi: ɪn 'toud||ðəɪ 'tɜ:nd 'aɪn 'mɪl ðə 'gri:n 'laɪts fɔ:r ɪm||'sɒm 'draɪv rz r 'laɪk ðæt||hɪ: 'nev r 'mɪst 'hwɒn||

ɪt əd bɪn ə 'wɔ:rm 'æft r 'nu:n bət ðə 'hɪt wəz 'gʊ:n||wɪ: hwɪpt pæst ə 'dɪst ənt 'kɒst r əv 'laɪt əd 'bɪld ɪŋz ənd ən 'end ləs 'sɪr ɪz əv 'laɪt əd 'mænf n z 'nɑ:t tu: 'kloʊs tə ðə 'roud||wɪ: 'dɪpt 'daʊn tə 'sk t ə 'hju:dz 'gri:n 'poult ou fɪ:ld wɪθ ə 'nɒð r 'ɪ:k wəl i 'hju:dz 'prækt əs fɪ:ld bə 'saɪd ɪt 'sɔ:rd ə gen tə ðə 'tɑ:p əv ə 'hɪl ən 'swɒŋ 'maʊnt n wrd ɒp ə 'sti:p 'hɪl 'roud əv 'kli:n 'kɑ:n kɪrɪt ðət 'pæst 'ɔ:r ndʒ grouvz sɒm 'rɪtʃ mænz 'pet bɪ kəz ðɪs əz 'nɑ:t 'ɔ:r ndʒ 'kɑ:ntr i||ən ðen 'lɪt l baɪ 'lɪt l ðə 'laɪt əd 'wɪnd ouz əv ðə 'mɪl jə 'nerz houmz wr 'gʊ:n ən ðə 'roud 'nær ɒd ən 'ðɪs wəz 'stɪl wud 'haɪts||

### EXERCISE 79

2. D 3. S 4. S 5. D 6. S 7. D 8. D 9. S 10. S

### EXERCISE 80

3. Organisation for Economic Cooperation and Development
4. Organisation of Petroleum Exporting Countries
5. Trades Union Congress
6. Universities Central Council on Admissions
7. University of California at Los Angeles
8. unilateral declaration of independence
9. United Nations Educational, Scientific and Cultural Organisation

Acronym	Separate letters
	OECD
OPEC 'əʊp ek	TUC
UCCA 'ʌk ə	UCLA
UNESCO ju 'nesk əʊ	UDI

### EXERCISE 82

1. 'kræm bær.i 2. ˌʌm 'bæl əns 3. 'ɪm pʊt 4. ɒŋ 'greɪt fəl 5. 'rek ɔ:b ˌbreɪk ə/z 6. 'mɪb pɔɪnt 7. 'brɔ:g kɑ:st 8. 'wɪ:g ˌkɪl ə

### EXERCISE 83

1. 'kɒs ʃu:m 2. tju:b 3. 'mɪl dju: 4. ə 'dʒu:ɪs 5. 'æmpl ɪ ʃu:ɪd 6. rɪ 'dju:ɪs 7. ˌedʒ u 'keɪf n 8. ˌrɪ: 'kɒnst ɪ tju:t

### EXERCISE 84

hɪ swɒŋ raʊn stɑ:tɪd||ə nɒk ɒn ɪz dɔ:||ðeə mɒs bi sɒm mɪsteɪk||ɔ:r ɪz ɪəz wə pleɪŋ ɪm trɪks||ðə dɑ:knəs

æn ðə rum fər i əd nɒtʃet swɪtʃt ɒn ðə laɪts meɪd ðɪs sɪ:m mɔ: plɔ:zəbl||bæt nəʊ ðə nɒk wəz rɪpɪ:tɪd||  
 kɒm ɪn hi sed ɪn ə θɪŋ krækt vɔɪs əŋ klɪəd ɪz θrəʊt||kɒm ɪn||hi mu:vd ɪ:gəli təwɔ:dz ðə dɔ: tə welkəm ɪz  
 vɪzɪtə ən tə tɜ:n ðə laɪts ɒn ət ðə seɪm taɪm bæk kələɪdɪd wɪð ə tʃeə ən dropt ɪz sɪgə: wɪtʃ rəʊld ʌndə ðə  
 teɪbl||hi daɪvd a:ftər ɪt əz ðə dɔ:r əʊpənd||ə segment əv laɪt frəm ðə kɒrɪdɔ: fel əkrɒs ðə flɔ: bæt dɪd nɒt  
 rɪvɪ:l ðə haɪdɪŋ pleɪs əv ðə sɪgə:||ə wʊmənɪz vɔɪs sed ʌnsɜ:tnli prəfesə zæp||  
 jee kɒm ɪn||wʊdʒu: swɪtʃ ðə laɪt ɒn plɪ:z||  
 ðə laɪts keɪm ɒn ən i hɜ:d ðə wʊmənɪz gə:sp||weər a: ju:||  
 ʌndə hɪə||hi faʊnd steərɪŋ ət ə peər əv θɪk fɜ: laɪmb bu:ts ən ðə hemlæn əv ə ʃægi fɜ: kəʊt||tə ði:z wəz  
 ædɪd ə məʊmənt leɪtə ən ɪnvɜ:tɪd fɪ:meɪl feɪs skaɪvd red nəʊzd ən æprɪhensɪv||  
 aɪl bi raɪt wɪð ju hi sed||aɪ dropt maɪ sɪgə: sʌmweər ʌndə hɪə||

## EXERCISE 85

refinement rɪ 'faɪm mənt

Anticipatory dealveolar assimilation of the n, anticipating the m.

patrol pə'trəʊl

Use of special allophone ɒʊ before l in the same syllable.

tempestuous tem 'pef tʃuəs

Assimilation of the s, anticipating the following tʃ.

cardboard 'kɑ:b bɔ:d

Anticipatory dealveolar assimilation of the d, anticipating the b.

institution ,ɪn'stɪ tʃu:f ən

Assimilation: coalescence of t and j to form tʃ.

handgun 'hæŋ gʌn

Elision of d, plus assimilation of n, anticipating the g.

enfold ɪn 'fəʊld

Use of special allophone ɒʊ before l in the same syllable.

Wibsey 'wɪp si

Assimilation: the b is devoiced, anticipating the following unvoiced s.

tune 'tʃu:n

Assimilation: coalescence of t and j to form tʃ.

landmark 'læm mɑ:k

Elision of d, plus assimilation of n, anticipating the m.

## EXERCISE 86

b. sev rəl ʌn dən peɪp əz kleɪmd tə deɪ ðæt ə bɜ:g əl rɪ hæd teɪk n pleɪs ət bʌk ɪŋ həm pæl ɪs ə spəʊks  
 pɜ:s n rɪf ju:zd tə kɒn fɜ:m weð ə rɔ: nɒt en i θɪŋk əd bi:n stəʊl ən ə nju:k jəl ə paʊ ə steɪf n ɪn bæŋ ə  
 nɔ:θ weɪlz həz bi:n kləʊdʒ daʊn waɪl meɪn teɪn əns wɜ:k ɪz kær ɪd aʊt æf felt ɒn ðə ru:f əv ðə meɪn rɪ  
 æk tə bɪldɪŋ həz krækt ənd ə kju:m ə leɪt ɪd deb rɪ nɪ:dz tə bi: rɪ mu:vd ə ʌʊk l pref ə gru:p kleɪm ðæt  
 ɪŋ kɪrɪst ɪn sɪd əns əv maɪ greɪn ɪn ði eər i ə hz dju: tə reɪd i eɪf n ɪ skeɪp ɪŋ θru: ðə kræks ðə mæn ɪdʒ  
 mənt əv ðə pləɪnt dɪnaɪ ðɪs əz ə mɪs tʃi:v əs ə tempt tə kɔ:z ə laɪm ənd nəʊ hɪər ɪz ðə leɪt ɪst weðə fɔ:  
 kɑ:st frəm ðə mɪt əv ə lɒdʒ ɪk l ɒf ɪs

c.

Word	Pronunciation on cassette	Alternative, regional, or 'incorrect'?	Recommended pronunciation
Buckingham	'bʌk ɪŋ həm	regional	'bʌk ɪŋ əm
confirm	kɒn 'fɜ:m	regional	kən 'fɜ:m
anything	'en i θɪŋk	incorrect	'en i θɪŋ
nuclear	'nju:k jəl ə	incorrect	'nju:k li ə
Bangor	'bæŋ ə	incorrect	'bæŋ gə
maintenance	meɪn 'teɪn əns	incorrect	meɪn 'tæn əns
asphalt			

accumulated migraine mischievous Meteorological	'æf felt ə 'kju:m ə leɪt ɪd 'maɪ greɪn mɪs 'tʃi:v əs ,mɪt ə r ə 'lɒdʒ ɪk l	incorrect alternative incorrect incorrect	'æs fælt ə 'kju:m jə leɪt ɪd 'mi: greɪn 'mɪs tʃi:v əs ,mɪt i ə r ə 'lɒdʒ ɪk l
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### EXERCISE 87

1. kə 'kɒf ən i 2. ,kɑ:d i-əʊ'græf ɪk 3. end 'lɒdʒ ən əs 4. mən ə græm 5. ɒk 'tæg n əl 6. pə 'lɪg əm i

### EXERCISE 88

The possible combinations of first and second elements are:

cacogamy	kə 'kɒg əm i, kə-	monogamy	mə 'nɒg əm i
cacogenous	kə 'kɒdʒ ən əs, kə-	monogenous	mə 'nɒdʒ ən əs
cacogram	'kæk əʊ græm, -ə-	monographic	,mən əʊ 'græf ɪk, -ə-
cacographic	,kæk əʊ 'græf ɪk, -ə-	monogonal	mə 'nɒg n əl
cacogonal	kə 'kɒg n əl, kə-	monophony	mə 'nɒf ən i
cardiogamy	,kɑ:d i 'bɒg əm i	octagamy	ɒk 'tæg əm i
cardiogenous	,kɑ:d i 'lɒdʒ ən əs	octagenous	ɒk 'tædʒ ən əs
cardiogram	'kɑ:d i-əʊ græm, -ə-	octagram	'ɒkt ə græm
cardiogonal	,kɑ:d i 'bɒg n l	octagraphic	,ɒkt ə 'græf ɪk
cardiophony	,kɑ:d i 'bɒf ən i	octaphony	ɒk 'tæf ən i
endogamy	en 'dɒg əm i	polygenous	pə 'lɪdʒ ən əs
endogram	'end əʊ græm, -ə-	polygram	'pɒl i græm
endographic	,end əʊ 'græf ɪk, -ə-	polygraphic	,pɒl i 'græf ɪk
endogonal	en 'dɒg n əl	polygonal	pə 'lɪg n əl
endophony	en 'dɒf ən i	polyphony	pə 'lɪf ən i